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ABSTRACT

This module, which is one in a series of 29 competency-based administrator education learning packages and related supportive materials focusing upon specific professional competencies of vocational administrators, deals with recruiting and providing inservice training for nondegreed teachers. The first section discusses the need to use nondegreed teachers in vocational-technical education. The following aspects of meeting the need for nondegreed teachers are discussed in the second part: developing a recruitment plan, assessing staffing needs, identifying likely sources for locating prospective teachers, selecting appropriate recruitment and management strategies, presenting and selling teaching as a career, and training and retaining nondegreed teachers. The third part describes selected model training programs for secondary and postsecondary vocational teachers in the following states: Massachusetts, New York, Pennsylvania, Ohio, Florida, Arkansas, and Texas. The model recommended by the National Association of Trade and Technical Schools for training postsecondary occupational instructors is also presented. Each of these program descriptions includes some or all of the following: program title, target group, program description, description of the regular certification program, funding sources, and an address from which to obtain additional information. (MN)

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Recruitment and Inservice Training of Nondegreed Teachers: An Administrator's Guide

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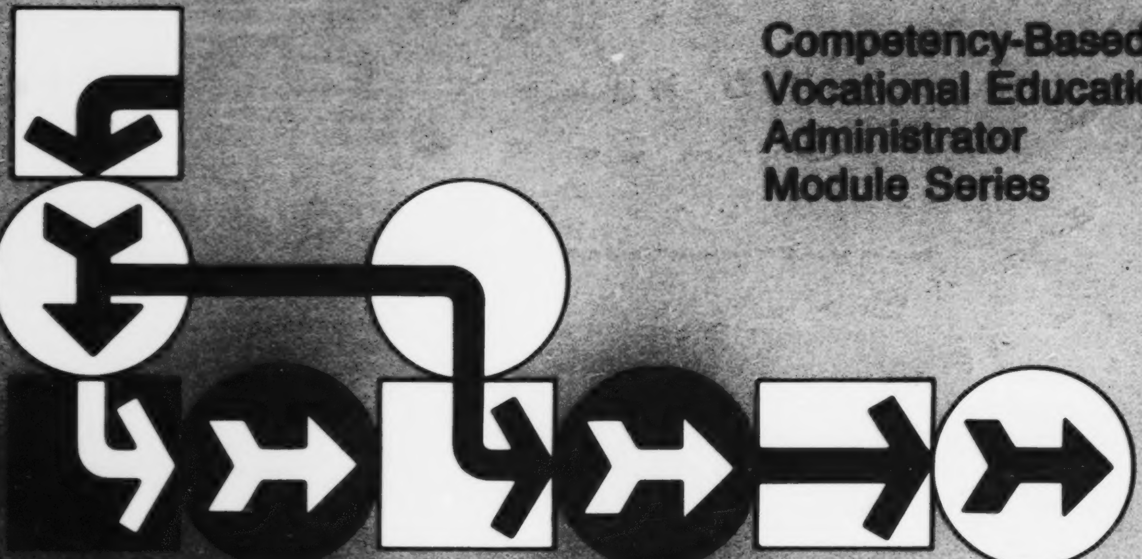

Competency-Based Vocational Education Administrator Module Series

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

Recruitment and Inservice Training of Nondegreed Teachers: An Administrator's Guide

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of
Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
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FOREWORD

The need for competent administrators of vocational education has long been recognized. Preservice and inservice administrators at both the secondary and postsecondary levels need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited availability of high-quality competency-based materials specifically designed for the preparation of vocational administrators. In response to this need, work began in 1975, under U.S. Office of Education sponsorship, to identify the competencies important to successful administrators and to develop modularized training materials that would address the competencies. This work continued in September of 1978 when seven states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. These combined efforts resulted in the development, field testing, and publication of the initial twenty-nine modules and three supportive documents in the Competency-Based Vocational Administrator Module Series.

While these modules addressed all the competencies identified in the National Center's original research, the passing of time gave rise to new areas of need. Hence, since 1982-83, the Consortium has each year selected specific areas of need and undertaken the development of additional products to meet these needs. During 1985-86, the extensive use of nondegreed teachers in vocational-technical education programs was identified as an area of concern, which resulted in the development of this guide on the recruitment and inservice training of nondegreed teachers.

Many persons participated in the conceptualization of this guide. A technical advisory panel was convened to identify the issues and concerns that this guide should address. Members of this committee included Naomi Blodgett, Home Economics Supervisor, Ohio Department of Career and Vocational Education, Columbus; Carl Jones, Program Manager, Arkansas Division of Vocational and Technical Education, Little Rock; Paul Kretzschmar, Assistant Principal, Miami Lakes Technical Education Center, Miami Lakes, Florida; Lawrence Latour, Coordinator of Occupational Education Programs, Westfield State College, Westfield, Massachusetts; and Thomas J. Walker, Assistant Professor, Department of Vocational Education, Temple University, Philadelphia, Pennsylvania.

Several persons contributed to the development of this guide on the recruitment and inservice training of nondegreed vocational teachers. Kathleen Kopp, Program Associate, assumed major responsibility for drafting the initial manuscript. Lois G. Harrington, Program Associate, assisted with preparation of the initial manuscript and with its revision and preparation for publication.

Recognition also goes to the following persons who provided helpful field reviews of the document: Richard Adamsky, James Bishop, Naomi Blodgett, Freeman Eads, Martin Gyomber, Carl Jones, Helen Lipscomb, Dominic Mohamed, and Jack Nichols.

Credit also goes to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews of the guide; and Harry N. Drier, Associate Director of the Special Programs Division, for his administrative assistance.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

CONTENTS

INTRODUCTION.. 1

PART ONE: THE NEED

I. Use of Nondegreed Teachers in Vocational-Technical Education: Roots and Resulting Needs.............................. 5

PART TWO: MEETING THE NEED

II. Develop a Recruitment Plan... 13
III. Assess Your Staffing Needs... 15
IV. Identify Likely Sources for Locating Prospective Teachers.......... 17
V. Select Appropriate Recruitment Strategies.......................... 23
VI. Select Appropriate Management Strategies........................... 35
VII. Present and Sell Teaching as a Career.............................. 39
VIII. Train Nondegreed Teachers... 43
IX. Retain Nondegreed Teachers.. 51

PART THREE: SELECTED MODEL TRAINING PROGRAMS

X. Massachusetts: Public Secondary Vocational Instructors............ 57
XI. New York: Public Secondary Occupational Teachers.................. 61
XII. Pennsylvania: Public Secondary Vocational Teachers................ 63
XIII. Ohio: Public Secondary and Adult-level Vocational Teachers........ 67
XIV. Florida: Public Secondary and Postsecondary Vocational Teachers... 71
XV. Florida: Public Secondary and Postsecondary Vocational Teachers... 75
XVI. Arkansas: Public Postsecondary Vocational-Technical Instructors... 79
XVII. Texas: Public Postsecondary Vocational-Technical Instructors...... 83
XVIII. NATTS: Private Postsecondary Occupational Instructors............ 85

INTRODUCTION

Years ago in a debate among teachers about a school levy they were being asked to help promote, much of the discussion centered around whether the levy was actually justified--whether "all those educational frills" were needed. The debate was brought quickly to a close by a young math teacher. With facts and figures to support his view, he pointed out that the overwhelming majority of school funds go to pay teachers' salaries. Said this young teacher, "Would those of you who are unnecessary educational frills please raise your hands." Just so!

In fact, the primary educational tool is not a facility, or a text, or a computer program. It is the teaching staff. For public and private education to be effective, there must be teachers and those teachers must be effective. Right now, however, state vocational education directors nationwide are concerned about recruiting and training the needed teachers. How, for example, can the nation's schools train the computer technicians needed in today's world of work if they cannot attract trained technicians away from the higher paying business/industry jobs? And if they do find trained technicians who will teach, how do they ensure that they are well trained in the teaching skills required? This guide begins to answer such questions.

In this guide, we will look at some of the factors present today that are causing the high level of concern about the recruitment and training of non-degreed vocational-technical instructors. We will then review some strategies for conducting effective recruitment/training programs. And finally, descriptions of training programs used in several states will be featured. It is hoped that the discussion and model descriptions will give you, the vocational-technical administrator, a basis for designing a recruitment/training program that can effectively and efficiently meet your instructional staffing needs.

PART ONE

THE NEED

Chapter I

USE OF NONDEGREED TEACHERS IN VOCATIONAL-TECHNICAL EDUCATION: ROOTS AND RESULTING NEEDS

Traditionally, some vocational-technical teachers--particularly those in secondary trade and industry (T & I) programs and those at the two-year postsecondary level--have been hired to teach directly from business and industry. The numbers vary from state to state, but in Florida, for example, the Florida Office of Teacher Certification reports that less than a third of their vocational instructors enter the profession by completing a traditional undergraduate degree program. Because of the need for teachers who can provide specific technical training in these programs, the people who fill these teaching positions are hired for their occupational expertise rather than their educational credentials. Typically, these beginning teachers do not hold four-year degrees in education or in any other subject area, although they may have had varying amounts of postsecondary education in an occupational or technical area.

Most states require nondegreed teachers working at the secondary level to obtain teacher training and certification within a given period of time, although training and certification procedures vary greatly from state to state. In Massachusetts, for example, vocational teachers are not part of the state teacher certification system; they have their own separate approval system. In Ohio, a multilevel certification process is available. And most states encourage incoming nondegreed vocational teachers to participate in a complete college program and obtain a bachelor's degree.

Only a few states require the nondegreed teacher working at the postsecondary level to obtain professional teacher education. In Florida, for example, the certification requirements for postsecondary teachers depend on who the employer is. Vocational education teaching certificates are required of instructors in postsecondary programs administered by school districts but not in those administered by a community college. Other states, such as Arkansas, provide "in-house" teacher training programs for nondegreed postsecondary teachers, leading to certification or approval.

Although the hiring, training, and certification or approval of nondegreed vocational-technical teachers has a long tradition, certain factors today are focusing attention on this area. There is concern, within and outside the profession, about the quality of education in our present society.

If we are indeed to succeed in raising the quality of education in the United States, it is crucial that America's teachers be well prepared to carry out their responsibilities. Predicted teacher shortages and the so-called excellence movement only serve to underscore the critical need for the vocational-technical community to address this area of concern in a proactive way so that appropriate plans can be made to ensure that vocational-technical teaching staff are available, now and in the future, in the quantities and with the skills needed.

Let's look at the factors--teacher shortages and the excellence movement--and the resulting needs in more depth.

Teacher Shortages

Despite the fact that occupationally skilled people can gain access to the teaching profession without initially holding a bachelor's degree or, through emergency certification procedures, without meeting regular certification requirements, there are still teacher shortages in some occupational areas. In 1983, a national survey was conducted on the supply and demand for T & I teachers in secondary and postsecondary training programs.[1] The results of this (and other) surveys indicate a great need for teachers in the following occupational areas throughout the United States:

- Electronics
- Computer sciences
- Computer repair
- Automated systems
- Robotics
- Electrical systems
- Machinist trades
- Transportation (including auto mechanics, diesel mechanics, auto body)
- Heating, cooling, and refrigeration
- Welding
- Plumbing
- Most high-tech occupations
- Occupationally related math and science

Although these findings reflect national needs and shortages, there is some regional variation in the specific occupations for which instructors are needed. For instance, in the Northeast, there is a great need for teachers in the machinist trades. On the other hand, vocational administrators in parts of the Midwest report that there may soon be a surplus of instructors in this occupational area. Similarly, states in the Southeast report a shortage of instructors in the heating, cooling, and plumbing areas, but this shortage does not exist in some other parts of the country.

Throughout the United States, however, there is a shortage of instructors in high-technology areas. In some states, the need for instructors in high-tech programs is so great that certification requirements have been waived in order to help entice more high-tech professionals into the teaching profession.

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1. James P. Greenan, "T & I Teachers Supply and Demand," Industrial Education, 73 (February 1984): 5-13.

In other cases, institutions have had to resort to eliminating some programs--or cutting back on the number of students who can enroll in them--because there simply are not enough qualified people to teach the subject matter.

No single factor is the cause of these shortages. A number of elements--each of which is difficult to address--combine to create the total situation. Vocational-technical leaders have identified the following factors as contributing to current occupational teacher shortages.

High rate of teacher turnover. In some instances, educational institutions have relatively little difficulty in hiring new vocational instructors; the problem is that they cannot retain these teachers for a long-term period. Instructors may leave the profession for one or more of the following reasons:

- **Long hours/low pay**--Vocational-technical teachers generally receive lower salaries than their counterparts in business and industry. School districts that are struggling financially have an even greater problem in offering competitive salaries to vocational instructors. The pay-differential problem is especially acute in high-technology and unionized occupations. Workers in these occupations generally receive much greater salaries and opportunities for advancement than they would as vocational teachers.

  Also, teachers must often commit additional working hours outside of classroom time to organizing lessons, developing curriculum, grading assignments, attending staff meetings, and participating in vocational student organization activities. In addition, some potential instructors fear that, in a school situation, they would not be able to keep up with changing technology and thus would lose opportunities for future employment in the field.

- **Inadequate advancement opportunities**--Although the situation may be changing, the vocational teacher typically has very few advancement opportunities other than the salary increments available through obtaining credit for years of service or staff development activities. Teachers have rarely received any further career incentives--such as increased responsibility, salary, and status--within the teaching occupation. Instructors wanting to advance substantively in terms of salary and authority in the educational system usually have left the classroom and moved into administrative positions. Currently, only a few states and educational institutions provide two or more merit-based pay and certification levels. Hence, instructors may feel that they are "trapped" and that the only way to gain advancement is to leave the teaching profession.

- **Dissatisfaction with teaching conditions**--Factors that contribute to teacher dissatisfaction include (1) class overcrowding; (2) discipline problems with students; (3) lack of administrative support; (4) heavy teaching schedules due to teacher shortages and/or inadequate planning; (5) poor or inadequate equipment; and (6) lack of input into decisions that are made about school policies, programs, and curriculum.

- **Lack of professional and moral support during the first one to two years of teaching**--In too many cases, new vocational teachers are hired and sent directly to the classroom with too little preparation for actual teaching responsibilities. Incoming teachers need both school administrators and other teachers to be available for professional guidance and moral support.

- **Teaching is not a long-term goal**--Some vocational instructors have never intended for teaching to be a long-term goal. They may have entered the profession because they wanted to contribute to the occupation by teaching for a short time, or because they were not able to find employment in the occupation, or for a myriad of other personal and professional reasons.

High rate of retirement. A large portion of the current vocational teaching force is reaching retirement age. The majority of the remaining vocational instructors will be retiring within 10 to 20 years. Presently, there are not enough younger people coming into the teaching profession to augment these losses.

Poor public image of vocational education and teaching. All too often, vocational education and teaching are viewed as "low status" endeavors. "Those who can, do; those who can't, teach," it is said. Status thus is a high-paid occupational position--not teaching. Furthermore, whereas vocational education classes are full of high-achieving students, the myth prevails that vocational education is a dumping ground for those students who can't succeed in any other educational environment. Such an image is not likely to attract throngs of prospective teachers into the profession.

Lack of job security. Due to changing enrollments and occupational trends, some prospective teachers fear that they may commit much time, effort, and money to gaining teaching skills and certification, only to discover that there may not be a place for them in a few years.

Competency tests. Many states now mandate that competency tests be administered to prospective teachers in order to verify their occupational, pedagogical, and basic skills competence. These tests can include one or more of the following components:

- A written examination to determine knowledge of technical information
- A performance test, administered with actual machines, tools, and materials, to determine technical skill level
- Oral exams to determine overall trade knowledge as well as "personal qualifications"
- A variety of basic skills tests to determine academic ability level, including math and communications
- A written test to determine pedagogical knowledge

In a number of states, prospective teachers are required to take these tests prior to or within one to two years of beginning employment. Usually, they must pay for the testing costs out of their own pockets, which new teachers can sometimes ill afford to do. People who have not taken tests in many years may be fearful and anxious about being tested. They may also resent--by implication of being tested--that their occupational competence is in question.

Certification/approval requirements. Prospective vocational teachers can be overwhelmed by the amount of work, time, and money that they must invest in order to gain and maintain their certification/approval. The new employee in business and industry either goes right to work or, at most, completes some on-the-job training at company expense and on company time. The new nondegreed teacher, often at his/her own expense and on his/her own time, must complete a teacher education program and may need to work on other areas as well (e.g., level of basic skills) in order to pass the required competency tests. The demands of meeting these requirements, in addition to those of adjusting to a career change and surviving the first year or two of teaching, can turn away potential instructors.

Effect of the Excellence Movement

The theme of excellence in education was brought to center stage when education secretary Terrel H. Bell, on August 26, 1981, announced the creation of the National Commission on Excellence in Education. The commission was charged with assessing the quality of education in the United States and offering recommendations for its improvement.

The commission's 1983 report, A Nation at Risk, identified, not excellence, but a headline-grabbing "rising tide of mediocrity" in the nation's schools. And, as a result, another educational reform movement was underway. Once again we were asking why Johnny and Jane can't read. This time we weren't concerned about Russians beating us into space, however. This time we were concerned about Japan's influence on our economy. The effect was the same, nonetheless. Once again, schools are targeted as the problem . . . and schools must be the answer.

One of the primary targets of investigation by those concerned about excellence has been teacher education, including vocational teacher education. Over 200 reform reports place emphasis on the teacher and his/her preparation as the most critical element in achieving high-quality educational programs. In response to this identified need for better prepared teachers, numerous recommendations have been offered by both the reformers and those responsible for the training and certification of teachers. These recommendations focus on the need to better prepare **degreed** teachers through strategies such as the following:

- Raising the standards set for entering teacher education programs
- Making teacher education an advanced degree (fifth-year) program, to be completed after the individual has a degree in an academic major
- Requiring a one-year internship prior to entering the profession fully
- Requiring all teachers to meet minimum basic skills standards
- Requiring all teachers to be trained to accommodate students with special/exceptional needs within their classes

Clearly, when reformers and the citizenry insist that degreed teachers be better educated, this places an even greater burden on the nondegreed teacher. The extent of the new certification requirements resulting from the recommendations associated with the excellence movement, however well intentioned, may prove to be a barrier to the recruitment of new nondegreed vocational-technical teachers.

The Resulting Needs

In light of present and projected teacher shortages in some occupational areas, one clear need is to be certain that a thorough job is being done of identifying prospective nondegreed teachers--particularly those who are able and willing to meet the required certification/approval standards. This may simply mean ensuring that you, as a vocational-technical administrator, make use of the full range of identification methods normally used. Or it may mean being fairly creative in establishing new identification methods to use.

A second need is to be sure that effective recruitment methods are used once prospective teachers have been identified. Finding prospective teachers is one thing; convincing them to consider teaching as a profession is quite another. You thus need to ensure that you establish recruitment methods that are likely to be successful--that make the teaching position sound attractive and worthwhile. At the same time, the methods must be fair to the prospective teacher; he or she must have an accurate picture of what he or she is taking on in accepting the position.

Finally, identifying, recruiting, and hiring new teachers is only one part of the process of securing new instructional staff. If you want to retain good teachers, they must be adequately prepared to perform well in the teaching role. Thus, you need to devise and implement effective methods for providing new nondegreed instructors with the training and support required--not just to survive, but to flourish.

Fortunately, as you will discover in the remainder of this guide, there are a wealth of proven and emerging methods available to you. Once you are familiar with a variety of methods, you can then pick, choose, adopt, and adapt until you have a system for securing the well-trained occupational teachers you need in your particular situation and geographic area.

PART TWO

MEETING THE NEED

Chapter II

DEVELOP A RECRUITMENT PLAN

Just as with other administrative activities, recruitment efforts are more likely to be successful if you first develop a plan--a pattern of organization and communication between all of the people and agencies involved in the process. Good planning requires that you identify and gain support from a wide range of groups and individuals, such as the following:

- Teachers in your school, college, or district
- School or college support staff
- Board of education or trustees
- Advisory councils or committees
- Local business and industry
- Co-op and industry coordinators
- State department of education

These groups and individuals can not only help you in ways that you have already identified but may also offer additional resources and insights that will help meet your needs.

In any plan that involves a number of people, it is essential to keep the lines of communication open. Participants need to communicate with you and others during each phase of the process, including planning, implementation, and follow-up. As a leader, it is your responsibility to maintain open lines of communication, coordinate the efforts of everyone involved, and provide encouragement throughout the recruitment process.

When first developing your recruitment plan, you will need to answer questions such as the following:

- What are your short- and long-term staffing needs?
- How will you determine the likely individuals, agencies, and procedures that can help in identifying and locating prospective teachers?
- What recruitment strategies will you use?
- How will you establish a budget for recruitment activities?
- Who is responsible for the various aspects of the recruitment process (e.g., support staff, teachers, teacher educators, local and state administrators)?
- How will you schedule recruitment activities?
- How will you present and sell the teaching occupation to prospective teachers? What incentives can you use?

- Who is responsible for providing prospective instructors with training in teaching skills?
- What teacher training strategies will you use?
- How will you retain teachers once they are members of your staff?

Developing a plan based on answers to these questions will help you to organize your efforts more effectively. In addition, it will help ensure that your resources are used most efficiently--that you will get the best results from your investment of time and energy. The remaining chapters in this section address these planning questions in more detail.

Chapter III

ASSESS YOUR STAFFING NEEDS

Before beginning to recruit new teachers, you need to assess your staffing needs. If an instructor from one of your high-enrollment programs is leaving at the end of the school year, obviously you have an immediate short-term staffing need. However, a number of factors that influence long-term staffing needs should also be considered.

For example, does local business or industry project a substantial need for diesel mechanics or computer technicians? Is the machinist trade dropping off or growing in your region? How long will these employment trends continue? Community surveys, your state occupational information coordinating committee (SOICC), your advisory council, and members of local business and industry can help you identify the types of training programs and instructors that will be needed in order to provide training that will meet projected employment needs.

You also need to account for positions that will be created by the upcoming retirement of teachers in your institution. How many instructors will be retiring in the next one to five years? Five to ten years? Will you need to find instructors who can teach precisely the same skills? Or, due to changes in the occupation or changing employment trends, will some of the current teaching positions be phased out when instructors retire? Or will training in their occupational areas be blended with other areas?

Finally, projected student enrollments will affect the number of teachers you need to hire. Nationally, for example, it is predicted that the children of the baby-boomers (the so-called baby boomlets) are about to cause massive teacher shortages in the nation's schools. Locally, the presence of a new industry in the community can bring in new families and more children to educate. A plant closing can have the reverse effect. Through your institution's data-gathering system, you need to be able to predict such enrollment patterns.

Another aspect of assessing your staffing needs relates, not to numbers needed, but qualifications needed. For example training and certification requirements will determine how and who you recruit in order to meet staffing needs. Are all teachers in your institution required by state law to obtain certification or vocational approval? If so, you will need to identify people who are willing and potentially able to go through the teacher training and certification/approval process.

Are you required to hire instructors who are certified **before** they begin teaching? Or, can you employ persons who will obtain teacher training and certification while they are working as instructors? Does your state waive some certification requirements if there is a shortage of instructors in a given occupational area?

The effect that the excellence movement is having on state and local curriculum requirements can also affect staffing needs. For example, in order to integrate more basic skills instruction into the vocational curriculum, you would need teachers who are qualified to teach basic skills subject matter. In response, will you try to hire new people who are certified to teach in basic skills subject areas? Will you encourage occupational teachers on your staff to obtain training and certification for teaching basic skills? How many of these teachers are willing to obtain this training?

Bear in mind, too, that employer's needs and expectations affect the curriculum. Lately there have been a number of indications that employers want and need employees who, in addition to possessing entry-level technical skills, also possess good basic skills, decision-making skills, problem-solving skills, interpersonal skills, and skill in coping with change. In response, you should ensure that the instructional staff you hire possess these same skills.

Many institutions also establish a list of other personal characteristics to look for when hiring new staff. This list may include such qualities as flexibility, sincerity, patience, commitment, respect for authority, cooperativeness, enthusiasm, and creativity. When specifying such characteristics, however, you need to be realistic about whether you can identify the presence of these characteristics through the established teacher selection process (e.g., interviews, letters of reference, completed application forms).

Chapter IV

IDENTIFY LIKELY SOURCES FOR LOCATING PROSPECTIVE TEACHERS

There are a number of sources that you can tap in order to locate prospective teachers. Some are direct sources--in other words, groups of people from whom you could recruit prospective teachers. Others are indirect sources--groups, individuals, and institutions that can point you toward potential teacher recruits. Some are business and industry sources; many administrators report that business and industry are still the best and largest source of nondegreed vocational-technical teachers. Almost 50 percent of all nondegreed instructors have been recruited from this arena. Sources other than business and industry should also be tapped, however. The following are some of the many sources you should consider tapping.

Business and industry. Effective vocational administrators maintain a good deal of direct contact with representatives of local business and industry, often through participation in service, social, and civic organizations. Through such contacts, you may be able to identify prospective teachers.

One caution often mentioned in regard to recruiting teachers from business and industry, however, is that you must not be guilty of thievery. If you somehow lure away a firm's most valued employee, you will not be regarded as a friend. Rather, through your **positive** contacts with business and industry, you need to keep abreast of **good** people who could teach part-time, or who are retiring, or who interviewed but were not hired because there wasn't an opening, and so on.

Industry-education and co-op coordinators. Many schools and colleges have staff with responsibility for linking regularly with business and industry. Coordinators of cooperative education programs and industry-education coordinators are two examples.

Because these coordinators frequently meet with many people in local business and industry, they would be in a good position to help you identify prospective teachers. Bear in mind, however, that although coordinators can provide you with a wide range of contacts, it is important that they act as linkers between you and recruits rather than as active recruiters. They can provide you with names of persons that they recommend and you can independently contact these people. Because it is vital that coordinators maintain good will between the school and local business, business executives should not feel that these educational representatives have a hidden agenda for stealing away their best employees.

Self-employed technical professionals. Self-employed technical professionals may find teaching an attractive career alternative that provides a steady income, reduced working hours, and summers off. Some may simply want to try out a possible career change and choose to try part-time teaching while running their own businesses. Others may feel that by sharing their skills and knowledge with others, they have an opportunity to share their success.

Local chamber of commerce. Members of these associations usually employ workers in many occupational areas. Members are often committed to community service and, through their own firms or through contacts with others in the community, may be able to help you locate prospective teachers.

Telephone directory yellow pages. The commercial listings in your local telephone book provide a ready-made reference to businesses that employ people in occupations for which you need vocational teachers.

Trade and technical associations and unions. You can identify trade associations and unions whose members work in occupations for which you need vocational teachers. Through these organizations, you may be able to contact regional, state, and national members.

Teachers in your institution. Vocational administrators find that instructors in their own institution are a good resource for identifying prospective teachers. Through professional and social contacts, they often know other occupationally experienced people who may be interested in a teaching career and whom they would recommend as teachers. In addition, satisfied teachers at your school or college are in a good position to present and sell a teaching career because they can provide firsthand information to prospective recruits.

Part-time and substitute teachers. Part-time and substitute instructors are another likely source of full-time, permanent teachers. These instructors may be employed in your own school or college or in other institutions in the region or state. Some of these instructors may have begun teaching on only a substitute or part-time basis because of other obligations. With the passage of time, their responsibilities may have changed, and they might now be interested in becoming permanent and/or full-time teachers.

These instructors are often particularly desirable because they have already proven to be good teachers. If they are currently employed in your own institution, you have the added advantage of having established a good working relationship.

Part-time and substitute staff members may, however, not meet all the qualifications needed for full-time teaching. In that case, you might consider approaching them about obtaining the additional training required. They may be quite willing to secure this training in order to obtain a full-time teaching position.

"Surplus" instructors. Due to changes in technology, employment trends, and student enrollments, some vocational-technical programs are phased out and those teaching positions are eliminated. These "surplus" teachers may be more than willing to gain the additional technical or academic skills necessary to be certified to teach in other areas for which you are seeking staff. In fact, some may already have had the foresight to have obtained most of the needed skills and have complied with certification requirements.

Vocational-technical instructors at other levels. Instructional staff members at other institutions may be ready for a change in their teaching situation and the age-group of learners with whom they are working. For instance, a technical instructor at a local community college may have discovered, through community involvement, that he or she enjoys working with adolescents. This teacher might welcome the opportunity to work in a secondary vocational school. And vice versa; there may be secondary instructors who have found, perhaps through teaching evening courses, that they prefer to work with adults.

When identifying potential instructors who are already employed by another institution, you need to be very careful that you are not accused, rightly or wrongly, of raiding someone else's staff. It's one thing to publicize an opening widely, but quite another to actively recruit personnel from another institution if the recruitee has not made the first contact.

Academic teachers. If changing curriculum requirements mandate that you integrate basic skills instruction into the vocational program, one option is to team English, math, and science instructors with vocational instructors. Thus, you may want to consider recruiting academic teachers from area schools. By hiring these teachers, you have the distinct advantage of gaining a teacher who is experienced, already certified, and who can help you meet new curriculum requirements.

State and local vocational education advisory councils and occupational advisory committees. Because of their contacts with the business community, advisory council and committee members can be a great help in identifying and recommending prospective teachers. Advisory group members can also help spread the word among the business community about vocational staffing opportunities. Some vocational administrators report that after requesting recruitment help from advisory groups, they discovered council and committee members who wanted to pursue a vocational teaching career.

Again, there may be some instances in which advisory group members are concerned about losing their own good employees to the schools. Most members, however, will welcome the opportunity to help recruit teachers who can provide high-quality vocational-technical training for those individuals--students--who will constitute their prospective employees in the future.

State departments of education. Staff in your state department of education may be able to identify prospective teachers through a number of avenues, including rosters of part-time and substitute teachers, names of teachers who are relocating, files of applicants, and contacts in the business and industry community. It is important that you notify the state department of available teaching positions so that they can help you meet staffing needs. In Pennsylvania, for example, the department of education maintains a statewide listing of prospective teachers, along with a placement system that helps match qualified personnel with teaching positions.

In addition, you should communicate with departments of education in other states--they may have a surplus of teachers in your area of need. For example, one state may have a shortage of vocational instructors and trained workers in marine maintenance occupations, while another state may have recently phased out programs in this occupational area. Through communication with other state departments, the first state may secure the instructors they need--and the instructors in the second state may secure the teaching positions they need.

News publications and broadcast news reports. Keep abreast of local, state, and national news. Information about businesses that are closing or are laying off workers in specific trades or occupations can lead you to potential teachers. You can then contact the business or employment offices of these companies to publicize available teaching positions and identify individuals who may be interested in teaching. In some instances, you may need to work through local unions to identify and recruit workers who have been laid off. Diplomacy in this situation is again important--despite the fact that members are unemployed, some unions may be wary of losing participating, dues-paying members to a nonunion profession.

Armed forces. Many members of the armed forces have technical or occupational knowledge and skills that are needed in vocational training programs. Some, who have completed their tours of duty or retired (or are about to), also have experience in training others. The military services have an established reputation for providing effective technical training programs, and you may find instructors who already have extensive instructional training and experience. Sample 1 provides a listing of armed-forces-related organizations and addresses and phone numbers at which they may be contacted. Some of these organizations offer job placement services to their members, and some may be willing to place notices of position openings in their publications.

Retired workers. Retirees can bring a wealth of technical and occupational experience to your vocational programs. Many of these prospective teachers may feel that, through teaching, they can contribute something of their experience to society. Because they are retired and because those with families have already met many or most of the time and financial demands of raising a family, retirees may also be more flexible about the hours that they teach--part-time, full-time, days, or evenings.

In addition, retired people may not find low instructors' salaries to be a deterrent to entering the profession if they are receiving a steady income from a retirement plan. However, depending on the changes that have occurred within the occupational area, some retirees may need to bring their technical skills up-to-date through a skills updating program offered through your institution and/or local industry.

Vocational, technical, or apprenticeship program alumni. Alumni from your program who have gained the necessary occupational experience may be interested in returning to your program as teachers. Alumni often have good memories of the program, have a good understanding of your institution's mission, are comfortable in the school setting, and feel that they have gained much from it. In turn, they may wish to contribute their own abilities and experience to helping current students. Also, alumni may have developed good relationships with other faculty members as students and, thus, have a built-in support system for their first years of teaching.

Two-year postsecondary school placement services. Through these placement services, you may locate or contact adults who have returned to school for technical or academic skills updating, but who also have the necessary occupational experience to become vocational teachers. You may also identify adults who have returned to school in order to explore new career options. They may never have been aware of vocational teaching as an option that not only is suited to, but requires their occupational experience. By encouraging school

SAMPLE 1

ARMED-FORCES-RELATED ORGANIZATIONS

Air Force Association
1501 Lee Highway
Arlington, VA 22209-1198
(703) 247-5800

Air Force Sergeants Association
P.O. Box 31050
Temple Hills, MD 20748
(301) 899-3500

The American Legion
700 N. Pennsylvania Street
Indianapolis, IN 46204
(317) 635-8411

American Military Retirees Association
69 Clinton Street
Plattsburgh, NY 12901
(518) 563-9479

American Veterans of WW II,
Korea, and Vietnam (AMVETS)
4647 Forbes Boulevard
Lanham, MD 20706
(301) 459-9600

The Army Sergeants Association
P.O. Box 34930
Washington, DC 20034

Disabled American Veterans
3725 Alexandria Pike
Cold Springs, KY 41076
(606) 441-7300

Fleet Reserve Association
1303 New Hampshire Avenue, NW
Washington, DC 20036
(202) 785-2768

Marine Corps League
956 N. Monroe Street
Arlington, VA 22201
(703) 524-1137

Marine Corps Reserve
Officer's Association
201 N. Washington Street, Suite 206
Alexandria, VA 22314
(703) 548-7607

National Association
for Uniformed Services
5535 Hempstead Way
P.O. Box 1406
Springfield, VA 22151
(703) 750-1342

National Guard Association of the U.S.
One Massachusetts Avenue, NW
Washington, DC 20001
(202) 789-0031

Naval Enlisted Reserve Association
6703 Farragut Avenue
Falls Church, VA 22042
(703) 534-1329

Naval Legion of the United States
2300 Wilson Boulevard
P.O. Box 400
Arlington, VA 22210

Naval Reserve Association
1619 King Street
Alexandria, VA 22314
(703) 548-5800

Non Commissioned Officers Association
of the United States of America
P.O. Box 33610
San Antonio, TX 78233
(512) 653-6161

Reserve Officers Association
of the United States
One Constitution Avenue, NE
Washington, DC 20002-5624
(202) 479-2200

Retired Association for the
Uniformed Services
P.O. Box 120692
Nashville, TN 37212

Retired Armed Forces Association
135 Garfield Avenue
New London, CT 06320

Retired Enlisted Association
1599 Dayton Street
Aurora, CO 80010
(303) 364-8737

The Retired Officers' Association
201 North Washington Street
Alexandria, VA 22314
(703) 549-2311

U.S. Army Warrant Officers Association
P.O. Box 2040
Reston, VA 22090
(703) 629-3986

Veterans of Foreign Wars of
the United States
200 Maryland Avenue, NE 15459
Washington, DC 20002

placement services and counselors to promote this career option, you may discover a rich source of potential teachers.

State employment and occupational rehabilitation services. These agencies usually have coordinated, statewide listings of people with experience in a wide range of occupations who currently are seeking new jobs. The purpose of these services is to link prospective employers with these clients. Because these agencies often keep detailed records of each client's occupational experience and specialized skills, they may be able to provide excellent references. The services provided by these agencies are free of charge.

Private employment agencies. Some private employment agencies specialize in serving clients who have skills and experience in specific occupational areas (e.g., computer sciences, business and office finance). Others serve a wide range of clients from a variety of occupational backgrounds. In either case, they may be able to provide contacts with skilled and experienced people who are currently ready to make a career change.

Some agencies charge fees to employers who locate new employees through their services; others may charge fees to the job seeker. You may feel that the fees for this service constitute a disadvantage, but in the long run, this cost may in fact be less than the cost of an understaffed program. Understaffed programs can lead to the loss of student enrollment fees due to overcrowding or cancellation of classes, higher costs for substitute teacher salaries, and so on.

Teacher education programs at colleges and universities. Most college/university teacher education programs offer job placement assistance in some form. This may involve simply posting the position announcements they receive on a specified bulletin board or notifying particular students of positions related to their specific employment preferences. Or the teacher education program may operate a full-fledged and active job placement service. Maintaining contacts with vocational teacher education programs and keeping them informed about your programs and abreast of available positions is thus to your advantage.

General teacher education programs can also be a good source of prospective instructors if your primary need is for instructors who can teach the basic skills (math, communication, science) portions of an integrated academic/occupational curriculum.

Students in your vocational programs. Students currently enrolled in your institution are a good source of **future** vocational instructors. In programs typically taught by degreed teachers (e.g., agriculture), students are encouraged to consider teaching as a career. But this is not as often the case in "nondegreed" programs such as T & I. However, if you provide these students with information about vocational teaching now--what is involved, the benefits, and the need for teachers--some may indeed elect to teach after they have gained the necessary occupational experience.

Chapter V

SELECT APPROPRIATE RECRUITMENT STRATEGIES

Many administrators report that their recruitment efforts work best when they use a variety of strategies rather than any single approach to obtain new vocational teachers. The following are some of the strategies that vocational administrators have used successfully in recruiting prospective teachers.

Word of Mouth/Personal Contact

Time and again, the results of surveys on teacher recruitment show that word of mouth and personal contact rate as the primary factors in successful recruitment. Generally speaking, recruits who are contacted personally have a more positive impression of the teaching profession, what it offers, and what they can bring to it.

By word of mouth, we mean that when you have good vocational programs; satisfied students, staff, and alumni; and well-established links with local people in business, industry, and the community, you have a natural network for spreading the word. If you need instructors, the members of this network can be very effective in reaching the right people and, because they are supporters of your institution, they can often be very convincing in their recruitment efforts. In fact, the friend or colleague of a prospective teacher may have greater credibility and influence than staff from your institution.

By personal contact, we mean that you **must** see interested potential teachers personally, maintain contact by telephone or personal letter, and have a genuine personal interest in the people whom you hope to recruit. It is equally important to maintain and reinforce these contacts at every stage of the recruitment process--for instance, telephoning or writing letters to candidates in order to inform them of their status in the hiring process, providing more information about the profession, and in similar ways simply reinforcing the link between your institution and the prospective teacher.

And again, you can make the most of this strategy by maintaining close contacts with members of the business and educational community and asking them to become involved in the recruitment process, too. You can arrange personal contact with a larger number of individuals by not relying solely on your own administrative staff. Faculty members, business and industry coordinators, advisory councils members, and other friends of the school or college may be glad to contact prospective teachers initially and to offer that needed personal touch.

Don't underestimate the power of these techniques because they seem fairly simple. Word of mouth and personal contact consistently prove to be a central factor in successful recruitment.

Brochures and Fliers

You can also make initial contact with a wide range of potential teachers through brochures, fliers, or other printed materials. Professional-looking, informative brochures can be developed and produced relatively quickly and inexpensively. Sample 2 is an example of a flier used to recruit military retirees.

The following guidelines can help you develop effective printed materials that can attract potential teachers to the profession:

- Outline the need for vocational instructors, and cite the specific occupational areas for which they are needed. Present this not only as a need, but as an opportunity for people with occupational expertise to be a part of the solution to the teacher shortage problem.
- Briefly discuss the nature of the teaching profession, the rewards, and the challenges. Outline the vocational teacher's specific duties and responsibilities so that the reader can have a clearer picture of exactly what he or she might do in the role of vocational teacher.
- Provide information about the institution and the vocational program. Include data on who the program serves, the general skills that are included in the curriculum, and the length of the program.
- Provide information about inservice teacher training and other support services provided to new teachers. If, for example, the hours and location of the teacher training program are convenient (e.g., every other Saturday, at the local community college), be sure to cite that fact--and any other selling points.
- Provide information about state certification/approval requirements and the training that is provided to help new teachers obtain certification. It is important to be direct and honest about this. Prospective teachers need to know that these requirements exist. It is equally important that they know about the help they will receive in meeting certification requirements.
- List sources that interested recruits should contact for additional information including (1) who or what institution to contact (an individual's name is preferable), (2) the address, and (3) at least one telephone number. An 800 number may provide prospective teachers who live outside of your immediate area with the extra incentive to pursue this opportunity. In addition, you may want to consider incorporating a tear-off form in your flier or brochure for requesting further information.
- Use simple, direct, and positive language. The text should be easy to read and should use positive terms to discuss the need for teachers, teaching responsibilities, and required training (e.g., "As a vocational instructor, you have an opportunity to be an active part of the solution to current educational needs," or "Work with us and get a college degree through our inservice teacher training program"). Avoid using sexist language in the brochure--the profession is open to **everyone** who is qualified. You may want to include short autobiographies or personal success stories of vocational teachers who have made the transition from the occupational world of work to the teaching profession.

SAMPLE 2

RECRUITMENT FLIER

A PARTIAL LISTING OF VOCATIONAL AREAS THAT CAN USE YOUR EXPERIENCE:

- AIRCRAFT MAINTENANCE
- AUTO MECHANICS
- BUSINESS MACHINE REPAIR
- CARPENTRY
- DENTAL TECHNICIAN
- DIESEL MECHANICS
- ELECTRICAL TECHNOLOGY
- COMPUTER TECHNOLOGY
- FOOD SERVICE
- MEDICAL TECHNOLOGY
- OPTICS
- POLICE SCIENCE
- RADIO AND TV REPAIR
- REFRIGERATION AND AIR CONDITIONING
- WELDING

VOCATIONAL EDUCATION TEACHING:

WANTED . . . Voc ed. teachers. Must have extensive occupational experience as well as experience in education and/or training. Must enjoy working with young adults and want to have a hand in shaping the future of the U.S. work-force . . .

A SECOND CAREER FOR THE MILITARY RETIREE

DID YOU KNOW

. . . that with your occupational experience you can teach in some vocational education programs without a college degree? Most states require teacher candidates to have five to seven years of occupational experience in a vocational subject area. Some states also may require that you pass a competency test, complete some coursework, or work toward a degree, if you do not have one.

. . . that many states will give you credit for your years in military service in determining pay and other benefits?

. . . that state teacher retirement systems will provide you with a second retirement income so you can enjoy your second retirement to the fullest?

WHAT ABOUT CERTIFICATION?

Most states grant provisional certificates that allow you to teach at full pay while fulfilling teacher certification requirements.

HOW MUCH WILL YOU MAKE?

Teacher salaries differ greatly depending on your experience, academic background, and geographic location. The specific school district is the best source for this information.

WHAT DOES THE FUTURE LOOK LIKE FOR VOCATIONAL TEACHERS?

School enrollments are beginning to increase and teacher demand is rising. A need for a million new teachers by 1990 is projected, with many of these in vocational areas.

HOW DO YOU FIND OUT WHAT IS AVAILABLE AND WHERE?

Each school district is responsible for its own hiring. You should contact the school districts in the areas you are considering for your next residence to inquire about the specific procedures for applying. Or you may contact the state director of vocational education for information on openings and certification requirements within the state.

If you need help in locating the state director of vocational education, contact the National Center for Research in Vocational Education, Program Information Office, 1960 Kenny Road, Columbus, Ohio 43210-1090, (614) 486-3655 or Toll Free (800) 848-4815 within the continental U.S. (except Ohio).

- Use a readable, clear format. The overall brochure should be attractive; the type, easy to read; and the format, easy to follow. Sections with information about different factors (the need for teachers, teaching responsibilities, certification, etc.) should be clearly highlighted. Some administrators recommend using professionally designed brochures to assure the highest-quality production. Others find that they can develop effective brochures in-house if they have staff members who have a good eye for design.

You may be able to obtain funding and technical assistance for developing and disseminating brochures and fliers from your state department of education, businesses that are aware of the need for teachers and that support your efforts, or from colleges and universities that are involved in vocational teacher training. Or, you may also want to consider a joint venture with other schools, colleges, or districts to develop printed materials that all your institutions can use for recruitment.

Printed materials can be disseminated to a wide range of individuals and institutions through a variety of channels. You can disseminate brochures or pamphlets in one or more of the following ways:

- Enclose them with letters to potential teachers
- Distribute them to professional societies, unions, and chambers of commerce at meetings or via the mail
- Mail them to college and university placement offices and to business and industry personnel offices
- Mail them statewide to school and college counselors
- Distribute them through state employment and vocational rehabilitation services
- Mail them to alumni from your institution who have had enough time to gain the necessary occupational experience
- Distribute them through your own and other state departments of education
- Distribute them through the public libraries, which usually provide community information resource centers or bulletin boards
- Mail them to part-time and substitute teachers in your own school or college and throughout the state
- Distribute them at job fairs and vocational education booths at state and county fairs

Print Advertising

You can advertise available teaching positions in a variety of publications, including newspapers, trade journals, and magazines. Many administrators stress that the key to effective print advertising is to **target** the group of people that you want to reach. Vocational administrators have found that they have received a low return on their advertising efforts when their audience was too general (e.g., brief classified ads in the local newspaper) or when the audience was inappropriate (e.g., readers of the Chronicle of Higher Education).

Therefore, you need to clearly identify **who** you want to reach and what types of print advertising are most likely to reach that target group. For example, if you are seeking a home economics instructor, you might place an advertisement announcing the teaching position in the home/lifestyles section of the local newspaper. Or, you might place the same kind of advertisement in the sports, car, or business information section of the newspaper, depending on the type of instructor that you need and the sections of the paper typically read by persons with those occupational interests.

Don't confine your advertising to local newspapers either. Advertise in regional or national occupationally oriented magazines, journals, and newsletters. If you are looking for retirees, advertise in magazines targeted to an audience of senior citizens.

And, consider advertising in newspapers in areas of the state or country that have high concentrations of potential teachers. For instance, if military retirees are one of your targeted groups, you may want to advertise in regions such as San Diego, the Virginia Tidewater area, and many parts of Texas and Florida. Or, if you need machinist trade instructors, try advertising in newspapers in regions that are experiencing a decline in machinist trade employment.

You could also contact national, state, and local equity organizations (e.g., the NAACP and NOW) and advertise in their newsletters. Not only can you reach a broad national audience through these organizations, but you may be able to help meet the need for minority and non-sex-traditional role models in vocational education.

No matter where you advertise or who your targeted audience is, provide enough information to give the reader a general outline of the basic responsibilities, requirements, and support services related to the position. Your response rate will be higher if readers can identify the skills and knowledge that they can bring to the job and if they can at least begin to picture themselves performing in this position.

Position Announcements

Position announcements are very much like brochures in that you can provide a wide range of people with information about vocational teaching positions. These announcements differ from brochures in that they describe the details of individual teaching positions that are available. Like brochures, they require directness, honesty, and simplicity, combined with high editorial and graphic quality, in order to be an effective recruitment tool.

Basically, this time-honored recruitment strategy involves writing and disseminating a half- to one-page announcement of an open teaching position in your institution. In order to develop an effective notice, you need to provide all key information about the position, the type of person you are seeking, your institution and its programs, teaching responsibilities, certification requirements, the teacher support and inservice training provided, financial support for training, the beginning date of the job, the deadline date for application, and individuals or offices to contact.

You can post position announcements throughout the region on bulletin boards at places such as the following. Be sure to request permission first if necessary.

- Local libraries
- Area schools and colleges
- Local businesses and industries
- Union halls
- Community centers

These notices can also be mailed to individuals and institutions. If you are sending position announcements to institutions, be sure to request that the notices be posted or disseminated. Targeted mailings might include the following:

- Alumni from your institution
- Self-employed technical professionals
- Substitute and part-time teachers
- Occupational instructors at other institutions
- Advisory committee members
- Vocational administrators in your state
- State departments of education
- Local and state occupational, retirement, or other special-interest organizations and associations
- State employment agencies and vocational rehabilitation services
- Teacher education institutions
- Secondary and postsecondary schools
- Private employment agencies
- Adult and continuing education agencies

When mailing position announcements, remember to include a letter to each recipient explaining why you have chosen to notify that particular individual or organization. Letters to individuals should address the person by name (e.g., not "Dear Alumnus") and have a tone of personal interest and warmth.

Broadcast Media

Depending on your needs and the types of radio and television stations that operate in your area, you can broadcast information about vocational teaching positions through avenues such as the following.

Public service announcements. In response to federal regulations regarding public service to the community, most local radio and television stations broadcast public service announcements (PSAs) that include information about community-related needs, projects, and events. Because PSAs are aired as a service to the community, there is no charge for these announcements. As a result, PSAs are often aired at odd times of the day when listener or viewer population numbers are low. In some communities, however, there are stations that broadcast PSAs when audience numbers are higher, so it may be worthwhile to take the time to determine which radio and television stations air these announcements at these times.

Public service announcements should be brief and concise and include information about (1) the need and opportunities for vocational instructors; (2) specific occupational areas in which instructors are needed; (3) the training and support services provided; and (4) the name, address, and telephone number of the person or office that interested people should contact for more information. Sample 3 provides guidelines for writing public service announcements.

Just as with all other publicity efforts, it is important to state the need for teachers in **positive** terms. For example: "Vocational teaching is an opportunity to contribute to the financial and educational strength of the community and nation. Well-trained workers help build profitable business in the area, and employment rates generally increase when people have the skills needed for high-employment occupations."

SAMPLE 3

GUIDELINES FOR PUBLIC SERVICE ANNOUNCEMENTS

- Make it brief (usually about 5 typewritten lines, which averages 15 to 20 seconds delivery time). Gauge of length:

  20 words = 10 seconds
  60 words = 30 seconds
  100 words = 60 seconds

- Avoid tongue twisters.
- Time your announcement by reading it several times.
- Type it in capital letters, double- or triple-spaced.
- Leave a two- to three-inch margin on the left and a one-inch margin on the right. Head the text "FOR IMMEDIATE RELEASE." Give an expiration date.

Paid advertising. Paid broadcast advertising can be expensive, but rates will vary with the size of the listening or viewing audience, the station's ratings, the time of day, and the amount of time that advertisements are aired. Because advertising time is usually sold in 15-, 30-, and 60-second slots, you have a range of options regarding how much information to present and how frequently you will air the advertisement.

You may be able to obtain assistance in developing and financing broadcast advertisements from your state department of education. Also, you may be able to obtain financial assistance from area businesses and industries that badly need employees who are trained in specific occupational areas.

Guidelines for developing effective broadcast advertising are the same as those regarding public service announcements. If you need development help, ask your state department of education or your institution's public relations office for assistance. In addition, teacher education institutions that provide training for your vocational instructors may have the resources and experience to assist you in advertising development.

Local radio or television talk shows. Many public access and commercial stations broadcast talk shows on which guests from a variety of organizations are interviewed. Some of these shows also feature question-and-answer sessions in which studio or broadcast audiences can ask the guest questions about the topic. Interviewers are usually briefed on the guests' area of special interest or need ahead of time and will structure questions and the format of the show in order to best present the situation. Guests also need to be prepared to provide information outlining their needs or interests and to answer questions. As a recruiter of vocational instructors, you will want to provide information about the following:

- Your vocational programs, the occupational skills that are being taught, who the typical students are (secondary, postsecondary, adult), and where students usually go for employment when they complete the program
- Who typically teaches in your vocational programs, how they became vocational teachers, and the amount of occupational experience required
- The inservice teacher training programs provided for new instructors--who provides the instruction, when and where it occurs, and the support persons involved
- Career ladders or other advancement opportunities for vocational instructors
- The need for vocational teachers in specific skill areas and how this need creates an opportunity for individuals to enter a career in which they can help meet educational and economic needs
- Names, addresses, and telephone numbers of persons to contact for more information.

If time and the show format permit, try to include as your partner a successful vocational teacher who has gone through the training and certification process. By hearing someone who successfully made the career change to a teaching position talk about his or her experiences with the process and the rewards and responsibilities of teaching, an audience may find it easier to relate to the idea of entering the teaching profession.

Other Outreach Activities

Vocational administrators have found that local and long-distance outreach activities are a useful means of (1) creating an awareness of the need for vocational teachers, (2) providing information about the teaching profession, (3) making personal contact with potential instructors, and as a result, (4) meeting both short- and long-term staffing needs. Outreach strategies can include such activities as the following.

Publicize teacher recruitment through open houses at your institution. Two or three times a year, hold open houses and invite people from all occupations to attend with their families. Have refreshments available and provide tours of the facilities in which you showcase classrooms, labs, and equipment. You might also consider giving visitors a taste of life in the classroom by conducting mini-teaching sessions in selected occupational areas. Be sure to highlight the latest teaching and technological techniques and equipment that are used in your school.

Most prospective teachers will feel more comfortable about a new working situation if they know the people with whom they might be working. An open house provides a good opportunity for prospective instructors to get acquainted with each other as well as with school staff. School or college faculty and administrators should be on hand to greet visitors and provide information about the school, its occupational programs, the teaching profession, inservice teacher education, and the support systems provided for new teachers.

You could also schedule information sessions on various aspects of vocational teaching. For example, specific vocational instructors could be asked to share their personal experiences and to talk about how they made the career transition to the teaching profession, how they obtained certification, and the greatest rewards that come from teaching.

Slides, photographs, short movies, or videotapes about your occupational programs can be integrated into the information sessions. Or you could choose to present these in information booths where staff members are on hand to answer questions. Printed materials, such as recruitment brochures or pamphlets, descriptions of specific teaching positions, and so forth, should also be distributed.

Depending on the size of your community, you may want to conduct an open house for more than one day or evening at a time so that those who cannot attend on one specific date can still arrange to visit. This may be especially effective if you are in a highly populated area in which a large number of potential teachers are living.

Be sure to have a "guest book" that visitors can sign, and include space for their addresses and phone numbers. After the open house is over, make follow-up telephone calls or send personal letters to those who attended. Thank them for their time and interest, and suggest making arrangements to meet and further discuss vocational teaching as a career.

Advertise your open house. Contact local radio and television stations and determine whether they can advertise your open house as a public service announcement. Post announcements on community bulletin boards and with business and industry. Send invitations to alumni and other individuals who might attend. And finally, use personal contacts to spread the word about these activities.

Make special recruitment trips or presentations to target groups. In the past, when there were adequate or excessive numbers of teachers seeking employment, it was a "buyer's market." Administrators could wait for applicants to come to them. This past experience, as well as limited school budgets, have caused some administrators to be fairly conservative in their recruitment efforts. However, to fill positions in areas of shortage, special recruitment trips to reach key target groups may be not only advisable but absolutely necessary.

For example, if you determine that you might be able to find the electronics teachers you need on the East Coast, you might first send position announcements, fliers, and brochures to selected individuals and agencies in the area. You might also place classified ads in local papers there. But if these techniques produce no response--and you know the prospective teachers are there--a trip to the area to make personal contact with these prospects may be required.

This can in fact be the most cost-effective way to recruit and interview the greatest number of prospective teachers outside your local area. First, you need to identify target areas of the state or nation where, due to changing demographics or economic setbacks, there is a surplus of workers whose occupational skills meet your vocational teacher requirements. Then, you need to arrange the logistics (e.g., arrange dates, rent conference rooms at a centrally located hotel or motel, and set up a recruitment headquarters where you can present information on vocational teaching opportunities in your area and conduct interviews).

It is important to advertise your arrival ahead of time through local or regional newspapers, radio, and television. Again, radio and television stations may be willing to air your advertisement as a public service announcement, especially if the area has been hard hit by economic setbacks. Be sure to include all relevant information about when, where, and whom you will be recruiting, the necessary occupational requirements, and if no degree is required, be sure to say so.

If a number of schools in your region are in need of vocational teachers in a particular occupational area, you may want to consider a joint out-of-state recruitment venture in which you all share the costs of advertising and conference room rental. Due to the greater variety of educational institutions and levels represented, a joint venture may actually increase the number of prospective teachers that you contact.

Attend local and regional trade association conventions, job fairs, exhibitions at shopping malls, and state and county fairs. Because you can reach a broad audience through these events, you may find that it is well worth the time it takes to identify the dates and locations on which they occur. You can design portable displays or exhibits incorporating printed materials, slides, videotapes, and photographs that highlight vocational education and teaching opportunities. Have personnel available to answer questions and present additional information. Be sure to have interested visitors sign in with you. Then quickly follow up by contacting individuals by telephone or personal letter.

Encourage community organizations to use the school for meetings and other events. By doing this, you can help increase community awareness of your institution and, in the process, establish a positive public image of your school and of vocational education. People who become familiar with your facilities and community concern are more likely to help support your recruitment activities in whatever ways they can. This support can range from generating increased public support and awareness, to providing additional tax dollars for higher teacher salaries.

Long-Term Strategies

You can develop long-term recruitment strategies that help create an awareness of vocational teaching as a career option for the future. For instance, as mentioned previously, many secondary and postsecondary vocational-technical students may not be aware that within a few years' time, they will have the occupational skills and experience necessary for becoming vocational instructors. They may think that, given the skills they are gaining in the vocational program, the career for which they are training is the only option available.

You can, however, develop long-term recruitment strategies that help students become aware of (1) the need for occupational instructors and (2) vocational teaching as a viable career option. And through such awareness activities, you can help build a reserve of potential teachers who can meet future staffing needs.

Instructors in your institution can promote teaching as a career option in their classes and vocational student organization activities. Counselors in your school or college can be encouraged to promote vocational teaching as a career. Faculty and administrators in your school or college can make presentations about vocational teaching as a career to students in other schools or to parent groups at the secondary level. In these presentations, the speakers need to explain how students' occupational training and experience can lead to meeting future teaching requirements. They may want to outline certification requirements and the ways in which students can begin preparing for teaching. Brochures and pamphlets with this information can be distributed so that students use this as a reference when thinking about long-term career planning.

Chapter VI

SELECT APPROPRIATE MANAGEMENT STRATEGIES

Effective operation of your recruitment effort requires careful planning and the selection of appropriate management strategies. You need to establish a realistic budget and make specific staff assignments for each aspect of the recruitment process. You will also need to develop a time schedule for each activity to be conducted and make certain that adequate records are maintained so as to be able to evaluate your recruitment efforts and make recommendations for improving future recruitment activities.

Establish a Recruitment Budget

Your recruitment efforts will operate more efficiently if you know ahead of time what your expenses will be and the amount of money available. In order to do this, you will first need to determine the costs of planned recruitment strategies, including the following:

- Staff salaries for the time spent by those involved
- Advertising fees for newspapers, journals, television, radio, etc.
- Costs involved in developing recruitment materials such as brochures, pamphlets, slide shows, videotapes, and display booths
- Outside agency fees for developing recruitment materials, if you plan to employ professionals
- Travel expenses related to outreach activities
- Money needed for special expenses such as refreshments for open houses or meals at conventions

If you find that the existing budget does not accommodate planned recruitment activities, you may want to talk to other vocational administrators to identify the funding resources that they have found. Also, you may be able to obtain supplementary funding or services through the following routes:

- Your board of education or trustees may allocate additional monies for recruitment activities--especially if you present a solid case for the need for new teachers.
- The state department of education may help finance recruitment activities. Determine what state funding sources and/or services are available for materials development and special recruitment projects.
- Local television or radio stations may want to donate tax-deductible services and resources for developing broadcast advertisements.
- Other local businesses and industries may also donate tax-deductible supplies, services, or money for recruitment. These organizations have

a vested interest in having students come out of your programs with the skills that they need in workers. By helping you find the right instructors for future employees, business and industry are making an investment in the future.

- You may be able to join forces with other educational institutions and share expenses for the development of recruitment materials that include generic information about vocational teaching, as well as specific information about each institution. You can also share other expenses, including rental for space at job fairs, advertising, and meeting rooms for out-of-town recruitment activities.
- Teacher education institutions may provide support in terms of services. For instance, they may help develop and disseminate recruitment materials, including brochures, handbooks, slides and videotapes, that provide information about university courses for vocational teacher education, and additional support services that they provide.

Determine Staff Responsibility for Recruitment

Who will be responsible for each aspect of the recruitment process (e.g., planning, assessing staffing needs, identifying likely sources of prospective teachers, budgeting recruitment activities, determining appropriate recruitment strategies, scheduling activities, developing and disseminating materials, coordinating recruitment activities, and ensuring that new instructors receive appropriate teacher training)? How are recruitment staff members' roles interrelated? How will their work be coordinated?

Who will determine each support staff member's, teacher's, and administrator's responsibilities, and how is this decided? Some administrators simply plan and then assign specific tasks to individuals; others prefer to meet with staff members, outline needed recruitment activities, and allow individuals to identify and assume responsibilities for tasks that they would do best. Remaining tasks can then be divided evenly based on group concerns. By asking all individuals involved to identify their areas of strength and responsibility, you can help create an atmosphere of motivation and cooperation.

Schedule Recruitment Activities

When will you begin various recruitment activities? What are your deadlines? Scheduling will depend on the following factors:

- The dates by which new instructors need to be hired (e.g., the beginning of the academic year, a given semester or term, the summer prior to the academic year)
- The amount of time involved in developing various recruitment materials (e.g., if you need to develop brochures, how long will it take to come up with a finished product?)
- The amount of time necessary for the complete employment process, including advertising, interviewing, screening, and any required training prior to the teacher's work in the classroom

- The extent to which various activities need to be coordinated (e.g., how will you coordinate the development of recruitment materials with their dissemination?)

Careful consideration of all these factors will help you carry out recruitment strategies efficiently. Some activities may need to be sequenced; others can be conducted simultaneously. Developing a schedule in which you identify the times at which each activity needs to occur will help you establish a smooth recruitment operation.

Establish a Record-Keeping System

In order to **maintain** an efficient recruitment effort, it is important to keep thorough and organized records of all your activities--plans, tasks, resources, materials, budgets, and expenses. These records will enable you to follow the progress of your efforts, keep others informed of the status of your activities, balance your budget, and evaluate how well recruitment goals are being met. Later, these records will not only help you evaluate and improve your recruitment efforts but will also provide a good basis for future planning.

NOTES

Chapter VII

PRESENT AND SELL TEACHING AS A CAREER

What factors will help attract potential instructors to the teaching profession? How will you present and sell the teaching occupation? Some of the incentives and strategies described in the following section may help you sell your program to prospective teachers.

Compensate teachers for their years of experience in business, industry, or education. A number of institutions have developed pay scales for vocational teachers that reflect occupational experience. For example, in Dade County (Florida), a vocational teacher who has seven years' occupational experience and three years' teaching experience receives a salary equivalent to ten years' teaching experience in the system. Some institutions also include years of postsecondary education in calculating pay scales (e.g., five years' occupational experience, two years' postsecondary education, and six years' teaching experience combine to draw a salary that reflects thirteen years' teaching experience).

Inform prospective teachers about fringe benefits. Provide complete information about your institution's insurance and retirement plans, credit unions, and so on. If most teachers in your institution work on a 9- or 10-month annual contract, present the positive aspects of this arrangement (e.g., after completing the induction period, teachers will have less stress and more personal time for family, outside work, or leisure than if working in business).

Make the training and certification route as attractive as possible. When interviewing prospective teachers, it is essential that you provide complete information about vocational teacher certification/approval and training requirements. Furthermore, because the time and effort that must be invested in meeting these requirements can seem overwhelming to the prospective instructor, you must present them in such a way that they appear manageable and even attractive.

Emphasize that teacher training courses occur **over a period of time**--no one is expected to jump through certification hoops at a fantastic rate of speed. Outline the times during which each phase of training occurs and how how this fits into the teaching schedule. You need to acknowledge that the first one to three years of employment require this additional time and effort. However, you also should describe how instructor training is designed to help new teachers save time and avoid wasted effort by learning effective instructional strategies. In addition, indicate how teacher salaries increase in direct proportion to the amount of professional training and experience an instructor receives. In short, emphasize the benefits that lie ahead--increased salary, increased ease and ability in the classroom, and a college degree or credits that contribute toward degree requirements.

A number of additional strategies can help make certification and teacher training activities more attractive:

- Conduct teacher education activities at convenient times and at easily accessible locations. For instance, hold day-long sessions every other Saturday at your facility or at a nearby teacher education institution. Conduct one- to two-week intensive teacher training sessions in the summer at a location within commuting distance or where teachers can stay for the duration.
- Pay for teacher education courses. If instructors must enroll in a university or college program, provide fee waivers. If your institution or state department of education cannot pay the full cost, provide partial reimbursement for program fees.
- Reimburse teachers for their time. For example, if instructors must commit two weeks to a professional education workshop, pay their salaries for this period. Not only is this a financial incentive, but it enhances the professional aspect of teaching.
- Provide teachers with released time for any technical skills updating activities required by certification regulations.
- Award academic/certification credits for occupational experience. Many colleges and universities have established formal systems for awarding academic credit for skills and knowledge gained through nonacademic avenues, including occupational experience. Prospective teachers most likely will meet the requirements for some of these credits. Check with administrators at the teacher education institution that your instructors attend in order to obtain more information about this option.

Inform prospective teachers about support systems that you provide. Explain to interviewees the technical and professional support roles that various resource persons in your school and in the teacher training institutions play. If your current support system does not include providing new instructors with easy access to help from a resource person (e.g., peer teacher, master teacher, staff development coordinator), you may want to consider incorporating this provision into your support system. In addition, it is important that you present the teacher training program itself as a support system--one that enables instructors to obtain the knowledge and skills they need in order to be successful in the classroom.

Provide a clear picture of career ladders. Illustrate how teaching provides a future in which instructors can move up in the ranks as they gain professional, occupational, and academic experience. If your institution and state does not provide for career ladders, you may want to become an advocate for such options.

Outline additional "perks" available. Perhaps your state department of education or institution pays for required competency tests, workshops, or seminars; reimburses teachers for education-related travel expenses; provides time off with pay for special educational programs; or grants loans or scholarships for teacher training. If so, provide this information to prospective teachers.

Offer options. If, given your situation, it is possible to offer job options to prospective teachers, do so. The following list contains options that some vocational administrators have been able to offer to prospective teachers:

- Offer extended contracts that allow for 11 to 12 months of employment per year. Teachers with extended contracts can then assume additional duties, such as curriculum development, summer term teaching, and program administration.
- Offer part-time day and evening positions for people who want to work only part-time. If you do this, try to ensure that part-time teachers are paid at the same rate as full-time teachers. Inequity in teachers' salaries is one of the most efficient devices for alienating people from the teaching profession and diminishing their effectiveness.
- Let new teachers begin as part-time instructors and move into full-time positions if they determine that they want to pursue a teaching career. This allows candidates, who are interested in the prospect of teaching but uncertain about making a major career change and commitment, to make a decision based on hands-on experience.
- Incorporate an educational "Peace Corps" approach in your recruitment plans. Allow candidates to approach teaching as a short-term career option in which they can make a contribution to the educational community. Teaching does not have to be a "once and for all" career choice, to be pursued until retirement. Potential teachers who are aware that a short-term option is not only available but promoted may be more willing to work in the profession. With this approach, you may attract a wider variety of recruits including people with academic backgrounds that make them more versatile as teachers. In addition, some may choose to stay in the profession after gaining teaching experience.

Create new positions or titles. Some vocational administrators report that when existing job titles have not allowed them to pay the salaries that are necessary to attract teachers in high-tech occupations or other hard-to-fill positions, they have been able to create "new" positions or job titles, in which they can offer higher salaries.

NOTES

Chapter VIII

TRAIN NONDEGREED TEACHERS

As a local vocational education administrator, one of your responsibilities will be to help the nondegreed teachers you have recruited from industry to identify and enroll in a program(s) that will meet their training and certification needs as quickly and as efficiently as possible. Many different types of training strategies for nondegreed teachers exist. Most often, two or three approaches are used in some combination. Some of the programs are locally initiated and operated primarily as in-house staff development programs. Others have been initiated by state departments of education, usually in combination with one or more colleges or universities that provide vocational teacher education. Most of the university- and college-initiated programs also involve close working relationships with the local educational agencies that provide opportunities for internships or supervised teaching.

Alternative Training Strategies

The following discussion provides a general overview of the more common training strategies that may be available to nondegreed teachers. Part Three of this guide provides specific information about several operating programs in different states and different types of institutions.

Preservice Workshops

In most states, some type of preservice workshop is available to the nondegreed teachers who are identified early enough to get them enrolled. Typically these workshops are offered for a period of one to four weeks during the summer before the person starts to teach. They may be offered as part of an in-house training program for new faculty, or they may be offered by several teacher education institutions across the state.

These workshops are likely to provide credit toward certification/approval and a college degree (if desired). Participation may satisfy a condition of employment or may be voluntary on the part of the teacher. These workshops usually address what are considered to be the most critical teaching skills--sometimes labelled survival skills--such as planning lessons, selecting instructional materials, preparing instructional materials, and demonstrating a manipulative skill.

Some workshops are competency-based and highly individualized, while others tend to be group-paced and lecture-discussion oriented. They usually include considerable hands-on development of lesson plans and instructional materials for units the trainees are likely to teach in the future, as well as presentations of these lessons before peers and/or resource persons (teacher trainers). Many of the competency-based programs utilize some type of performance-based modules, which include established criteria against which to evaluate the teachers' performance.

Inservice Workshops

The inservice workshop is very similar to the preservice workshop except for two major differences. The persons enrolled in an inservice workshop, by definition, have already taught and, therefore, have some teaching experience to which they can relate their learning experiences. The other major difference is that more advanced teaching skills are addressed in order to help teachers improve their performance and expand their repertoire of professional skills. Some inservice workshops are also designed to help experienced nondegreed teachers keep their technical skills up-to-date.

Regular On-campus Courses

Perhaps still the most common method of training for nondegreed teachers is participation in regular on-campus courses. Nondegreed teachers may enroll in these courses as special students either before or while they are employed as teachers. Some individuals who want to enter teaching enroll part-time in these pedagogical courses while continuing their technical occupational employment.

The regular on-campus course approach offers both advantages and disadvantages to the nondegreed teacher. On the positive side, a wider selection of courses is usually available, more library resources are likely to be available, and senior staff members are more likely to be teaching the courses. On the other hand, the classes are likely to be scheduled at inconvenient daytime hours, and the teacher may have to spend considerable time and money commuting back and forth to the campus.

Special Off-campus Courses

Taking the class to the teacher rather than requiring the teacher to come to the class has become much more common in recent years. Many teacher education institutions have established outreach centers in various regions of the state served by the institution. These courses are commonly taught by itinerant teacher educators who travel from one location to another where the teachers assemble weekly or bi-weekly for a seminar or class.

In this situation, the choice of course offerings is usually limited, but they are commonly offered in the evening or on Saturday at times convenient to the teachers. A major advantage for nondegreed teachers is that they don't have to travel long distances to attend class on a university campus. Because of the regional locations, class size tends to be fairly small, which facilitates small-group and individualized instructional activities.

On-site Individualized Internships

Certain universities in Pennsylvania are especially well known for this type of delivery strategy. Programs at Temple University and Indiana University, for example, offer beginning nondegreed teachers internships at the schools and other employing institutions. The teacher receives most of his/her training at the employing institution. A local mentor, usually a master teacher, is designated as a resident or school resource person and is available to work with the intern teacher on a daily basis if needed.

Once a week the intern also receives a visit from a traveling field resource person who observes the intern's classes and advises him/her on professional development activities. This teacher training strategy eliminates the need for teacher travel but is quite demanding of the field resource persons who must travel to the sites employing interns. This approach lends itself to a field-based and performance-based type of delivery because the intern teacher constantly has actual class and laboratory situations in which they can practice and demonstrate their skills. The nondegreed teacher also has a resident or school resource person available for consultation and moral support whenever needed.

In-house Staff Development

An approach to the training of nondegreed teachers that has increased greatly in the last few years is that of the employing school or college conducting its own in-house staff development program. By planning and conducting your own staff development (inservice training) program, you, as the responsible vocational administrator, can guide and direct the program so that it meets the specific needs of your teachers. This approach has been most popular with public and private two-year postsecondary schools.

Texas State Technical Institute and Albuquerque Technical-Vocational Institute are two examples of public postsecondary institutions that have established systematic and competency-based faculty development programs within their own institutions. In the private sector, the National Association of Trade and Technical Schools (NATTS) has established a nationally recommended competency-based staff development (CBSD) program for its member institutions. NATTS has also provided resource person (teacher trainer) workshops on the implementation of this program for over 450 educators nationwide.

Most of the in-house staff development programs are staffed by master teachers from within the employing institution, although professors from a neighboring university or college may also be involved. Most of these programs have identified specific competencies that they want their instructors to be able to demonstrate. Some programs are highly individualized and self-paced while others are group-paced. The individualized and self-paced programs commonly use a number of PBTE modules as the primary training support vehicle.

In many of these programs, a personalized "professional development plan" is prepared for each teacher to guide and schedule his or her training activities. In all cases, trained resource persons are available to assist the nondegreed teachers as they work on the modules and other learning activities, and to assess the instructor's actual teaching performance in real situations.

Combination Approaches

The strategies individually described above constitute only the more common strategies that are in widespread use in the United States. In actuality, most training programs for the nondegreed teacher combine two or more of the strategies into a systematic overall program.

In the state of Ohio, for example, the nondegreed teacher training program for secondary teachers consists of the following four major components: (1) a four-week preservice workshop (8 quarter hours credit) held on the campuses of three participating universities, (2) three off-campus courses (6 quarter hours credit) offered at each teacher's site of employment during the first year of teaching, (3) a two-week inservice workshop (4 quarter hours credit) held on the campuses of the three participating universities during the summer following the first year of teaching, and (4) two off-campus courses (6 quarter hours credit) conducted at convenient regional locations during the second year of teaching.

The Ohio program involves primarily teachers from the agricultural education, home economics, and trade and industry service areas. Part of the workshop instruction is conducted in a generic fashion for teachers from all three service areas; during the remainder of each workshop, topics are addressed in subgroups by service area specialists. The program allows the new teacher to complete all secondary vocational certification requirements in two years.

The professional development program for instructors in the postsecondary vocational technical schools of Arkansas represents another combination approach. The state has established a training program for all its postsecondary instructors to ensure that all vocational personnel will gain the essential teaching skills needed. Participation in the program is a condition of employment for all new teachers.

In the Arkansas PBTE program, provisional instructors first participate in a preservice workshop prior to beginning to teach or as soon afterward as scheduling permits. In this survival skills workshop, the in-structors are oriented to the job and to the PBTE approach to professional training. Then they are introduced via PBTE modules to some basic teaching skills needed by instructors (e.g., lesson planning, introducing a lesson, assessing student performance).

During the first years of employment, the provisional instructor must complete the competencies required for certification at the instructor level. The bulk of the training comes from the individualized completion of modules developed by the National Center. The modules are given to the instructors, but they are not left with the modules alone. Two resource persons--a resident resource person and a field resource person who represents one of the cooperating universities--work with the instructors, primarily on an individualized basis, as they complete the required learning activities. With the aid of these resource persons, the provisional instructor must satisfactorily demonstrate attainment of 31 competencies within three years.

A relatively unique aspect of the Arkansas program is its career ladder system, which provides for three levels of certification: instructor, senior instructor, and master instructor. Each level requires the attainment of additional professional competencies and technical work experience, but in turn, it also provides incentives and salary increments for the instructors as they advance professionally.

The field-based, performance-based teacher education (F/PBTE) programs in Pennsylvania for secondary vocational teachers also represents a combination approach. University teacher educators are involved in that the F/PBTE program is offered through the state's four Centers for Vocational Personnel Preparation located at Indiana University of Pennsylvania, Temple University, Pennsylvania State University, and the University of Pittsburgh. The local schools are involved in that they provide the internship sites.

The program for new nondegreed teachers begins in the summer with a preservice workshop, during which time the program is explained and the teachers begin work on achieving the basic survival skill competencies. University-trained resource persons conduct intensive training sessions to get the teachers ready for the beginning of school. Interns who do not have a teaching position--preservice interns--are assigned to a school for supervised practice; interns who are employed--inservice interns--continue their training while they are teaching. At that point, the school where the intern is employed or assigned becomes the site of delivery of the training program.

While on-site, two resource persons are available to the intern. The school or resident resource person is a master teacher in the local school who helps the intern on almost a daily basis. The second resource person, the field resource person who is employed by the university, visits each intern weekly; schedules seminars and other small-group activities periodically so as to bring several interns together to discuss mutual concerns and issues; and meets weekly with a university-based senior teacher educator.

Performance-based teacher education modules play a major role in this individualized instructional delivery system. The modules are self-contained learning packages that address specific teaching competencies. The IUP program uses modules developed through state and local efforts, in addition to many of the PBTE modules developed by the National Center.

Types of Training Resources Used

A review of the nondegreed teacher training programs being conducted in a number of states revealed that many different types of instructional resources are being used in these programs. An exhaustive national search of all the resources available and being used with nondegreed teachers was not possible. Hence, we acknowledge in advance that there may be some very good materials available that are not described here.

If you are establishing a new training program for nondegreed teachers or want to improve your existing program, you should consider the materials described here, but you may also want to conduct a search for other materials that may be available from one of your universities or colleges, the state department of education, a state or regional curriculum center, or a commercial publisher.

If you want to provide high-quality training for your nondegreed teachers, you need access to high-quality training materials. In most situations, several types of materials can and probably should be used for the sake of variety. A number of factors will enter into your decision about what type of materials to use, including their cost and availability. Also, there is probably no single best material for every situation. The best materials will be those that are most appropriate for the learning objectives and instructional approaches being used.

For example, if you want to individualize instruction to the maximum extent possible, then the traditional lesson plan approach, supplemented by one or more textbooks, will not suffice. Such a situation calls for well-developed, performance-based materials that can be selected to meet the individual needs of each teacher.

The following materials were identified as being commonly used to prepare nondegreed teachers in either preservice or inservice education programs.

Performance-Based Teacher Education (PBTE) Modules

A lot of development work has been done during the last 15 years to produce modularized, self-contained instructional materials for the preservice and inservice preparation of vocational teachers. The National Center for Research in Vocational Education has produced a comprehensive set of 132 modules clustered into 14 different categories, as follows:

A: Program Planning, Development, and Evaluation
B: Instructional Planning
C: Instructional Execution
D: Instructional Evaluation
E: Instructional Management
F: Guidance
G: School-Community Relations
H: Vocational Student Organization
I: Professional Role and Development
J: Coordination of Cooperative Education
K: Implementing Competency-Based Education (CBE)
L: Serving Students with Special/Exceptional Needs
M: Assisting Students in Improving Their Basic Skills
N: Teaching Adults

These materials are based on competencies identified through extensive research as the tasks that are performed by successful secondary and postsecondary teachers in all vocational service areas. The modules have also been extensively field tested and revised, and have been published by a nonprofit publisher, the American Association for Vocational Instructional Materials (AAVIM) in Athens, Georgia. Many of the nondegreed teacher education programs described in this guide make use of some of these materials.

Many universities, such as Temple University, the University of Central Florida, and Indiana University of Pennsylvania, have also developed their own performance-based modules in response to institutional or state needs. Some local educational agencies, such as Dade County Public Schools (Florida), have also developed a series of PBTE modules specific to their needs.

A major advantage of this type of instructional material is that each module is designed to cover a single important teaching skill, which allows the teacher and resource person to select a given module for completion **only** if competence in that skill is needed. Most modules of this nature also contain only the **essential** information needed by the teacher and, in the final learning experience, require the teacher to actually **demonstrate** attainment of the needed competency in an actual teaching situation. Use of this type of material is almost necessary if a truly individualized, performance-based teacher education program is to be implemented.

Teacher Training Course Syllabi

Nearly every teacher education institution, often in cooperation with the state division of vocational education, has developed course syllabi or curriculum outlines for their teacher education programs. These syllabi usually contain a list of the topics or competencies that are to be addressed in each teacher education course. Some of these competency identification efforts have been very rigorously carried out so as to ensure the teachers being trained will be well prepared for the tasks that face them.

A unique approach to the identification and clustering of pedagogical competencies for teacher training has been carried out by the University of Central Florida (UCF). Faculty members at UCF first identified the teacher competencies to be achieved and then organized the selected competencies into "competency clusters" rather than into the traditional courses.

Special Booklets, Manuals, and Guides

A large number of teacher training booklets, guides, and resource manuals have been developed either by staff within the state agency or by contract with university personnel or consultants. Some of these have been designed for all vocational teachers; others, specifically for teachers in a single service area.

The Ohio Department of Education, for example, has produced 13 booklets in their "The Heart of Instruction" series. These booklets cover such areas as the psychology of learning, the selection and use of training strategies, classroom and laboratory management, and school discipline techniques. These booklets are available from the Ohio Agricultural Education Curriculum Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210.

The Georgia Department of Education sponsored two projects at Georgia Southern College that resulted in the production of two guides: "Staff Development Competencies for Teachers Seeking V-Series Certification in Georgia" and "T and I Handbook: Resource Manual for Trade and Industry Instructors." The first publication identifies the competencies addressed in each of the following staff development activities for new teachers: Open-Entry, New Teacher's Institute, Internship, and Advanced New Teacher's Institute. The resource manual was designed specially to serve new instructors but is also of value to experienced instructors. It addresses a wide range of topics, such as vocational education in Georgia, principles of teaching and learning, curriculum and instructional management, and shop safety.

Videotapes and Other Media

Many schools, colleges, universities, and state agencies have produced videotapes, slide/tapes, audiotapes, and transparencies to support and supplement the print materials being used in their teacher training programs. Most of the media is locally produced and suitable only for the program for which it was developed. The National Center's PBTE modules reference a few videotapes, slide/tapes, and audiotapes that are available from either the developer of the materials or the publisher (AAVIM).

Some commercial publishers have developed high-quality videotapes and films for industry training, which are quite good but also quite expensive. However, many universities and colleges have film libraries from which media may be borrowed or rented at reasonable rates.

In addition, many teacher training institutions and staff development programs make excellent use of videotape by videotaping teacher performance for evaluation and self-evaluation purposes. This technique provides excellent visual feedback to the teacher and has proven to be a very effective training and evaluation tool.

Commercially Published Texts

Commercially published textbooks are available on a wide variety of educational topics. Some publications focus on methods and techniques for teaching vocational agriculture, trade and industrial education, or other specific subjects; others address a more generic audience, such as methods and techniques for secondary school teachers.

Depending on the instructional approach to be used with nondegreed teachers, textbooks of this nature may be used either as required course references or as optional and supplemental reference material. While some excellent textbooks are available on methods of teaching, most tend to be content- and theory-oriented rather than competency- and performance-based. Close examination of all potential reference materials is recommended before purchasing decisions are made.

Chapter IX

RETAIN NONDEGREED TEACHERS

The task of retaining your trained nondegreed teacher is every bit as important as their initial recruitment and inservice training. Statistics indicate that over one-third of all teachers quit during the first five years. Many administrators report that retention of the nondegreed teacher is more of a problem than is recruitment. Administrators who fail to take the proper steps toward retaining the new teachers they have worked hard to recruit and train will be condemned to start the process all over again. And if one of your new teachers quits suddenly during the school year, you have a major problem: students to teach and no one qualified to teach them.

Therefore, you have little choice but to recognize the many demands and challenges new teachers face and, then, to take whatever appropriate steps you can to assist and help retain the new teachers. Providing the assistance and support needed can also be very cost-effective because more of the new teachers are likely to stay on the job.

A brief review of some of the major challenges faced by new teachers will serve to reinforce the need to provide them with assistance. First of all, the new teacher may be adjusting to a new home and a new community, as well as to his or her first teaching job in an unfamiliar school or college. Within the school environment alone, there are many new roles and faces that the staff member must learn and adjust to.

Furthermore, as a beginning teacher, much time will be required to develop lesson plans, handout materials, visuals, and tests for each class to be taught. The new teacher must also learn how to cope with classroom and laboratory management, which, in itself, presents a major challenge to most new teachers. On top of this, there may be organizational demands: monitoring a study hall; participating in various parent conferences, athletic events, and other school functions.

All of these expectations and challenges combined can prove overwhelming and extremely frustrating to any new teacher--and even more so to a nondegreed teacher who hasn't had the amount of education or training that some of his/her new colleagues have. Many new teachers experience a feeling of being alone in an almost hopeless situation; some may experience enough frustration and anxiety to call it quits. The following suggestions may help you ensure that your new nondegreed teachers are spared these frustrations insofar as possible.

Provide assistance quickly. As an administrator, it becomes your responsibility to provide the new teacher with whatever assistance you can as quickly as possible. The assistance you provide or arrange for can take many forms. First, it is important that you make the teacher feel that he/she can come to you for advice and support if needed. You also need to make sure that the teacher is introduced to other administrators and his/her teaching colleagues in a very positive manner. Providing the new teacher with a good orientation and a faculty handbook and inviting him/her to a social get-acquainted function can be very helpful in making the new teacher feel at home and welcome.

A through orientation program should serve to acquaint the teacher with the facilities and general organization of the school. New instructors will need information about school policies and procedures. What, if any, discipline policies are they expected to follow? What registration and attendance forms are needed? What duplication and secretarial assistance is available? Whom should they contact if they need additional help? During the orientation, such items as a school calendar, a roster of the faculty and administrators, and samples of correctly completed forms should be given to the teacher separately if they are not in the handbook. You also need to allow time for and encourage the new teachers(s) to ask questions about any matter that may concern them.

It is recommended that an experienced teacher be assigned as a peer teacher, mentor, or "buddy" for each new teacher. Your new teachers will have many questions about school policy and practice that can probably be more easily and quickly answered if each teacher has an experienced teacher to ask, rather than having one or two administrators try to handle all these questions. The peer teacher should be a person who is working in the same or a closely related technical area, if possible.

Another way you can help is by ensuring that the beginning teacher is participating in whatever preservice or inservice activities he or she needs in order to become a trained and, if necessary, certified teacher. Is the teacher participating and progressing at a reasonable rate? Is he or she encountering any problems? How can you help solve these problems? By overseeing the training process, you can prevent most problems from ever occurring.

You may also want to invite a state supervisor to visit with the teacher as soon as possible after employment. State supervisors can usually provide a variety of supportive materials and technical assistance regarding program operation. If your school has its own instructional supervisors, one of them should be assigned to supervise and assist the new teacher in any way possible.

Another good option is to establish a one- or two-year induction program for all new teachers. Some states, such as Florida, are mandating a one-year planned induction program for teachers. During this period, the teachers are frequently observed and participate in activities specifically designed to address their needs and concerns. The major concern here is to make certain that the beginning teacher has an effective support system available to provide any assistance that may be needed.

Create feelings of belonging and job satisfaction. There are several things you as an administrator can do to create a real sense of belonging and improve teacher job satisfaction. First and foremost, immediately begin treating the new teacher as a professional and as a full-fledged member of the instructional team. Involve the teacher, as appropriate, in planning activities where his/her opinions will be sought and listened to. This may involve appointing the teacher to one or more faculty committees (with low time demands). Invite the teacher to social functions and encourage him/her to join the faculty association.

These are just a few of the ways in which you can increase the new teacher's sense of belonging and overall satisfaction with the job. If you really want to retain your new teachers, however, you'll take advantage of every opportunity that comes along to praise the teacher's work and provide support and encouragement.

Provide opportunities for advancement. This is always easier said than done, but there are ways in which you can reward teachers for their performance. You may work with other administrators and the board to obtain a good fringe benefits package, merit pay, a career ladder system, or a way to recognize the value of a nondegreed teacher's impressive record of work experience when making salary determinations. You should work hard to reward excellence if you really want to retain your best teachers.

Support participation in professional development and technical updating. There are many things you can do to help your new teacher improve and expand his/her competence. One of the first activities in this area should include the development of a long-range professional development plan. This means that you, a staff development coordinator, or a qualified resource person work with the teacher to assess his/her training needs, both **professional** and **technical**, and prepare a written plan that will help him/her achieve the additional skills and knowledge needed. You may **support** the teacher's ability to carry out this plan by providing for some released time, helping to arrange business/industry visits and short-term work experiences, providing in-house staff development opportunities, paying some or all of the teacher's tuition cost, or providing either forgivable or low-interest loans. You should also serve as a proper role model by not only encouraging others to participate in professional growth activities, but by participating yourself.

Provide for teacher recognition. Take advantage of every opportunity that presents itself to recognize the work of the nondegreed teacher. Without a degree, he/she may feel like "odd man out." Whenever possible, write a brief note of thanks for a job well done, make positive comments to other faculty and students about the teacher's superb technical know-how and accomplishments, and as appropriate, provide a certificate or letter of recognition for outstanding service.

There are other things that you can do to help retain the nondegreed teacher beyond those described here, but utilizing the procedures suggested here will go a long way toward helping you retain those valuable nondegreed teachers in your school or college for years to come.

NOTES

PART THREE

SELECTED MODEL TRAINING PROGRAMS

This section of the guide contains detailed descriptions of nine different model training programs. While all the programs address the training of the **nondegreed** teacher for certification or approval, some of them also go beyond that level and offer programs for teachers who want to obtain bachelor's and master's degrees and to become master teachers.

Some of the programs, such as those in Arkansas, Massachusetts, New York, and Ohio, are statewide in focus; others, such as those at the University of Central Florida and Dade County, are regionally or locally focused. The National Association of Trade and Technical Schools (NATTS) programs, although national in scope, are operated and managed independently by the various member schools. All of the programs have merit and should be carefully studied by anyone wishing to provide nondegreed teachers with the professional training needed to maximize their effectiveness.

Many of the programs described use the National Center's PBTE modules as part of their delivery system. For those unfamiliar with these materials, the total set of modules in categories A-M is listed for you in sample 4.

SAMPLE 4

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance
F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
I-1 Keep Up-to-date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
J-3 Enroll Students in Your Co-op Program
J-4 Secure Training Stations for Your Co-op Program
J-5 Place Co-op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
N-1 Prepare to Work with Adult Learners
N-2 Market an Adult Education Program
N-3 Determine Individual Training Needs
N-4 Plan Instruction for Adults
N-5 Manage the Adult Instructional Process
N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS
Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

X. MASSACHUSETTS

Selected Model	Commonwealth of Massachusetts; Vocational Teacher Training and Approval Program
Target Group	Secondary vocational instructors; Massachusetts public schools

Program Description

The Commonwealth of Massachusetts has established statewide training and approval requirements for all vocational instructors teaching in the public school systems at the secondary level. To meet these requirements, a two-phase competency-based vocational teacher education program was developed. The first phase is completion of a preservice competency-based training program, which provides prospective nondegreed vocational instructors with basic professional teaching skills that lead to provisional approval. Prospective teachers must have successfully completed this program before they can be hired as vocational instructors. During the second (inservice) phase of training, provisionally approved instructors must continue their professional development until they attain full approval status.

Three state universities--Westfield State College, Fitchburg State College, and the University of Massachusetts in Boston--participate in conducting the preservice phase and portions of the inservice phase of the program. The competency-based teacher training curriculum was developed on the basis of teaching competencies jointly identified by department of education personnel and members of a task force that studied the needs of teachers and local school systems. Some of the competency-based teacher training materials that form the core of the training program were developed by teacher education faculty at the participating state universities; some were developed by research groups or consultant teams outside the department of education; and some were selected from existing materials, such as the National Center's PBTE modules.

Prior to receiving provisional approval and beginning employment as a vocational instructor, the prospective teacher must (1) have a minimum of six years' work experience in the trade or occupation, (2) hold a high school diploma, (3) be licensed in the trade (if required), (4) successfully complete a written test in the occupational area, and (5) successfully complete a performance test in the occupational area.

To receive full approval, the prospective instructor must successfully complete 18 semester credit hours of teacher training course work, offered through the following courses. However, the instructor may teach on a waiver while completing this course work.

- **Teaching Methods in Vocational Education (6 credits)**--This course covers competencies related to the following areas: instructional strategies, development of lesson plans, preparation and organization of learning environments, instructional and student evaluations, child development, and professional behavior.

- **Fundamentals of Vocational Education (3 credits)**--This course is oriented primarily to cognitive learning and requires that the instructor gain knowledge about (1) the history, organization, and delivery of vocational education at both the federal and state levels; (2) the goals and objectives of vocational education; (3) federal, state, and local funding sources; and (4) laws, regulations, and policies affecting vocational education.
- **Curriculum Development in Occupational Education (3 credits)**--In this course, learners gain skill and knowledge in the complete range of curriculum development activities, from development of program goals and objectives, to curriculum development and implementation, to management and evaluation.
- **Management of the Vocational Environment (3 credits)**--Competencies covered in this course relate to the areas of (1) facility layout, (2) organizing for instruction, (3) student management, (4) related instruction, (5) academic integration, and (6) school safety management.
- **Supervised Teaching (3 credits)**--Credit for this course is obtained through successful participation in a supervised teaching experience and achievement of specified competencies. Under supervision, prospective teachers must develop a lesson plan and teach this content in a vocational classroom or lab. They must also successfully complete the following competencies: (1) identify school policies, (2) implement teaching models, (3) apply statutes and legislation in teaching behavior, (4) develop classroom/shop management techniques, (5) work with community resources, (6) work with student support services, (7) demonstrate a positive role model, (8) participate in the total educational program, and (9) implement competency-based vocational education (CBVE)-

These courses are taught by adjunct faculty of the participating state universities; these are faculty members who are also employed in leadership roles in the vocational school systems. Classes are conducted at a variety of locations, including university classrooms, vocational schools, and local libraries. Course scheduling also varies, including three-hour evening sessions held on weekdays and all-day Saturday sessions.

Normally, participants in this program are required to complete all course work within three years. After successful completion of all required course work and the state-administered written and performance tests, the prospective instructor is eligible to obtain full approval.

Vocational teachers are then required to provide proof of successful participation in 60 hours of professional development activities every two years in order to maintain full approval status. These activities can include (1) hands-on work in the trade, (2) course work in education or the occupational area, and (3) participation in workshops in the occupational area.

Annual occupational professional development workshop--jointly sponsored by the Massachusetts Department of Education, Division of Occupational Education; and Fitchburg State University--provide a wide range of professional and occupational development activities for vocational teachers. These three-day workshops are held at the close of each academic year. Teachers from around the state convene to attend activities conducted by a variety of individuals, including professionals from business, industry, law, and other occupational areas; teacher educators; and vocational administrators. Sessions for each occupational area address professional concerns (e.g., developing a funding proposal), instructional concerns (e.g., sources of available instructional materials), and occupational concerns (e.g., phototypesetting update). Sample 5 lists examples of the sessions offered at the 1984 workshop. Vocational teachers may receive professional development credits for participation in this event.

Funding

Participants in the preservice teacher education program pay full tuition costs for every credit hour of participation. The costs of inservice professional development activities vary with the situation. Salaries for adjunct teacher education faculty and staff who develop training curricula are subsidized by the state.

For More Information

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SAMPLE 5

ANNUAL OCCUPATIONAL PROFESSIONAL DEVELOPMENT WORKSHOP: SELECTED SESSION TITLES

School Safety and You: A Vital Partnership
Educational Law: Courtroom and Classroom
Legal Liabilities for Shop Teachers
Teacher Rights and Discipline
Discipline and the Shop
How to Cope with Stress
Time Management--"Working Smarter Not Harder"
Financial Planning for Teachers
Massachusetts Teacher Retirement System
Academic Curricula and the Massachusetts Vocational Curriculum Resource Center
Teaching Reading in the Content Area
Cross Discipline Planning
Bilingual Vocational Education--A National Perspective
Adapting Curriculum for Limited English Speaking Students
Physically Handicapped in Industry
Youth Competency Program and the Job Training Partnership Act (JTPA)
Curriculum Research in Vocational Education
High Technology and Vocational Education
Entrepreneurship Education for Vocational Education
Union Programs and Training
The Computer: Teacher Management Tool
Solving Real World Problems with Computers in the Classroom
C.B.V.E.--Health Assistant as Developing at D. H. Fanning Trade School
Occupational Safety in Health Occupations
Advertising Typographers and Type Design
Computer Graphics and the Artist--A New Generation
Auto Body Repair Techniques (General Motors Training Center)
Recent Innovations in Business Education
English Communication Skills in Business
Osmose Wood Preserving
Plywood Grading and New Products
Hair Sculpting, New Ways to Arrange Hair
Removatron--Beauty Through Electronics
Food as Art
The Elegance of French Pastry
The Changing Role of the Drafting Manager
Bruning Demonstration of an Educationally Designed CAD System
Solid State Programmable Controls
Robotics and Solid State Controls
Reinforcing Basic Skills Through Home Economics
Consumer Homemaking Proposals
Trends in Industrial Arts/Technology
Sheet Metal Fabrication
CNC Tooling Methods
Chicago Faucets, Their Update and Maintenance
Camera and Stripping Techniques

XI. NEW YORK

Selected Model State University of New York College at Oswego; Vocational Teacher Education Program

Target Group Secondary occupational teachers; New York public schools

Program Description

The Department of Vocational-Technical Education at State University of New York College at Oswego (SUNY at Oswego) prepares occupational teachers in a comprehensive vocational teacher education (VTE) delivery mode, leading to vocational teacher certification and a B.S. or M.S. degree. This program is part of statewide delivery of teacher education in New York. The program serves 60 full-time juniors and seniors on campus, 600 part-time students in VTE courses throughout 49 counties in upstate New York, and 80 part-time master's-level graduate students who reside within commuting distance of the main campus.

Teacher certification requirements. Certification requirements vary, depending on whether the individual possesses a degree, the type of degree possessed, and the occupational area to be taught. However, all routes to provisional and permanent teacher certification involve (1) a minimum number of semester hours of professional education course work, (2) a **supervised student teaching experience** from a registered program, (3) a minimum number of years of appropriate work experience, (4) a passing score on the National Teacher Examination (NTE) Core Battery Tests, and (5) a minimum number of years of teaching experience.

To earn a **provisional certificate,** teachers of general agriculture and business/distributive education must have passed the NTE; must possess a **B.S.,** which includes **12 hours** of professional education course work; and must have **one year** of work experience. Teachers of other specialties (e.g., electronic data processing, practical nursing) must possess an **associate's degree,** which includes **18 hours** of professional course work; and must have **two years** of work experience. Nondegreed teachers must have **four years** of work experience and must earn **30 hours** of undergraduate credit within the first five years of teaching, including **18 hours** of professional education course work. Teachers without a bachelor's degree are required to pass the NTE either prior to provisional certification or prior to permanent certification, depending upon the number of college credits earned prior to employment as a teacher.

To earn a **permanent certificate,** the teacher must have taught for **two years.** The teacher with a B.S. must also have earned a **master's**; the teacher with an associate's degree and the nondegreed teacher must have earned an additional **30 hours** of upper-level undergraduate study.

The VTE program. SUNY at Oswego offers a B.S. degree program requiring 60 semester hours in the arts and sciences, 36 semester hours in the occupational specialization, and 30 semester hours of VTE professional education course work (VTE core: 18 hours; VTE electives: 6 hours; and supervised student teaching: 6 hours). All students entering the program (1) must matriculate; (2) must show evidence of continuous progress toward completion of the degree requirements by taking course work each fall and spring semester--either at SUNY at Oswego or another institution--and have the courses posted on their transcripts; (3) must complete the occupational competency assessment program to maintain continuous enrollment eligibility and matriculation in the program; and (4) may exit from the program upon completion of provisional teacher certification, permanent teacher certification, or baccalaureate degree requirements. The third requirement--occupational competency assessment--consists of completing a work experience resume form and a work information release form, and successfully completing the occupational competency examination (worth 30 hours of credit) or 36 hours of college-level course work in their occupational specialty.

How the program is organized for regional delivery. The VTE department has a main campus office and two regional offices in Albany and Syracuse, serving ten program-delivery locations: Oswego, Syracuse, Gouverneur, Albany, Plattsburgh, New Paltz, Binghamton, Rochester, Coopers Plains, and Utica. The main campus office is the hub of the operation; here all student records, as well as scheduling, book order, staff, recruitment, budgeting, and operational policies, are coordinated for the program. The two regional offices handle recruitment, admissions, occupational competency assessment recommendations, registration, and advisement; and they administer part-time program delivery in assigned regions. Each regional office advises 300 students, of which approximately 280 are taking VTE courses toward certification; the remainder are working toward degree completion.

Both full-time and part-time faculty are used. The department hires as part-time faculty individuals who are either employed full-time in or retired from such positions as the following: master teachers in occupational centers; occupational education curriculum supervisors; directors/principals of occupational centers; occupational administrators at two-year colleges; college/occupational center audiovisual directors; vocational supervisors in the Department of Corrections; school superintendents; and state education department associates and supervisors.

The ten delivery sites conduct an average of four courses each fall and spring semester. A combination of the National Center's PBTE modules, texts, and manuals are used for each course. Course texts and materials are standardized for each course throughout the system, based on faculty input. However, the department allows each course instructor flexibility in determining the specific teaching methodology and strategies that best serve their needs and styles. The department regularly consults with and assists the instructors when requested, and has recently developed a newsletter to provide students with greater department contact. This supplements their contacts with the regional offices and provides a better sense of identity.

For More Information

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XII. PENNSYLVANIA

Selected Model Commonwealth of Pennsylvania; Field-Based, Performance-Based Vocational Teacher Education Program

Target Group Secondary vocational teachers; Pennsylvania public schools

Program Description

All teachers of secondary school students in Pennsylvania must hold a valid teaching certificate for the subject area to be taught. For vocational teachers of trade and industrial and health occupations programs and for some areas of agriculture, distributive, and home economics education, the certification process consists of (1) developing content expertise through years of training and occupational experience and having it verified through the state's occupational competency assessment program and (2) completing a teacher certification program (60 semester credit hours).

The certification program is based on a model for field-based, performance-based teacher education (F/PBTE) originally developed in the Department of Vocational Education at Temple University, Philadelphia: Program VITAL (Vocational Intern Teaching--Applied Learning). Individuals can pursue the certification program through one of four professional personnel development centers established to serve particular geographic areas of the commonwealth. The centers are located at Indiana University of Pennsylvania, Pennsylvania State University, Temple University, and the University of Pittsburgh. All offer F/PBTE programs to serve students (interns) on either a preservice or an inservice basis. Preservice interns are those individuals who are obtaining teacher training and certification prior to gaining employment as a teacher. Inservice interns are employees of the district who have been hired as teachers directly from industry and have little or no previous professional teacher preparation.

Although there are variations among programs offered by the four centers, the F/PBTE program is fundamentally an individualized learning system that utilizes a variety of methods including (1) directed, individualized instruction; (2) instructional modules; (3) differentiated staffing; (4) team teaching; (5) helpful supervision; (6) self-evaluation; (7) video feedback; (8) criterion-referenced evaluation; and (9) assessment in an actual school situation.

With this approach, interns are not only held accountable for knowledge and guided practice, but also must independently **apply** teacher competencies in an actual teaching situation. With F/PBTE, the classroom or laboratory at the school where an intern is employed (inservice teacher) or assigned (preservice teacher) becomes the site for delivery of the program. Consequently, travel to a university or university center to obtain vocational professional training credits has been greatly reduced.

Performance-based teacher education modules play a major role in this instructional delivery system. These modules are self-contained learning packets. Each addresses one particular teaching skill. The centers use modules developed through state and local efforts, as well as many of the National Center's

PBTE modules. Interns also engage in group instructional activities through seminars or small-group meetings. These are held regularly to bring together interns and staff to discuss contemporary issues and concerns.

Performance is evaluated according to the objective criteria provided on the teacher performance assessment form (TPAF) in the back of each module. If the performance does not meet the criteria, the intern "recycles" through the learning experiences until the skill is mastered.

Throughout the program, the intern receives personal and individual attention from a differentiated staffing team of professional educators. Each staff member has specific responsibilities for the interns who are served.

The Field Resource Person (FRP) is a university representative and is employed by the university. He or she may be a full-time faculty member on a dean's appointment or a graduate student in the field of education who is employed part-time. The FRP visits each assigned intern weekly and observes actual classroom/laboratory teaching and reviews written products and videotaped process performance. The FRP also conducts conferences with each intern and assists the intern in evaluating his or her own performance. In addition, each FRP manages the professional development and assistance provided by local teachers who function as helpers to the intern.

The in-house helper to the intern is referred to as the School Resource Person (SRP) or Resident Resource Person (RRP). The SRP/RRP is a master teacher who (1) helps an intern define his or her own needs and select modular learning experiences that will help meet these needs, and (2) provides clarification and feedback on individual performance. The SRP assists learners before or after school or during the time that has been scheduled for helping activities. These staff members are directed by a Senior Teacher Educator (STE) from the university who functions as a team leader and usually serves as the intern's official advisor. Each intern's progress is reported weekly to the STE.

In addition to the instructional team, the program may be supported by a program coordinator, a staff developer who works with the field staff on a weekly basis, and Councils of Educators responsible for evaluation of an intern's overall competence and readiness for certification. A Council of Educators consists of the chief school administrator of the school in which the intern is teaching, a faculty member of that school elected by the faculty, and a Senior Teacher Educator from the vocational center.

The staff members are prepared for their roles by participating in a field-based, performance-based staff development program that is consistent with the concepts and characteristics of the F/PBTE program.

The F/PBTE system encompasses programs in the following areas:

- **Provisional (Level I) Vocational Teacher Certificate**. A total of 15 vocational professional education credits are necessary for a provisional teaching certificate. To obtain these credits, the beginning teacher (intern) must complete 30 modules of instruction in an actual school situation, attend small-group meetings, successfully complete a criterion-referenced test of knowledge covering the 30 modules, and participate in an overall evaluation by a Council of Educators. The intern must complete these 15 credit hours within 3 years.

The program operates in local schools as follows: (1) after an orientation session, field staff and intern determine the intern's needs and select a module accordingly; (2) intern completes module (in part or in total) according to personal needs; (3) intern performs self-evaluation and may seek clarification from a resource person; (4) when the intern believes that the stated criteria for performance can be met, the final learning experience is attempted and again self-evaluated; (5) when self-evaluation indicates successful performance, evidence of this is presented to a resource person; (6) a conference between the intern and field resource person is held to determine if the evidence (a videotaped teacher performance or a written product) indicates adequate performance; (7) cycle continues until all modules are completed; (8) a criterion-referenced test of knowledge on the program's performance elements is administered to determine whether the intern has developed the cognitive base for performance of a teaching skill; and (9) evidence of the intern's overall teaching competence is accumulated and presented to the Council of Educators for a decision regarding provisional certification.

- **Permanent (Level II) Vocational Teacher Certification**. A total of 15 additional vocational professional credits are necessary for permanent teacher certification. To obtain these credits, teacher interns are required to successfully complete 18-30 additional PBTE modules. This program operates in the same way as the provisional certification program.
- **B.S. Degree in Vocational Education**. To obtain this degree, an intern is required to earn an additional 3-12 semester credit hours of vocational professional education. With the exception of the participation of the Council of Educators, this block of credit is delivered exactly like the provisional and permanent teacher certification programs.
- **CAPS (Classroom Application of Pedagogical Skills) Program**. CAPS is an inservice, permanent certification program for teachers of home economics education. Interns must earn 24 semester credits beyond the B.S. degree. A pool of approximately 90 modules is used in this program.

The F/PBTE program is supported by a computerized management information system that allows for current accounting of the contacts between interns and differentiated staff members. Among the data collected are personal and demographic characteristics of all program personnel, progress of interns on modules, and conferences and observation sessions conducted by resource personnel. Reports are issued at specific intervals to assist the program coordinator and field staff in managing the data needed in carrying out their program responsibilities. In addition, module inventory and control is totally computerized. The data stored in the MIS also has the potential for being used in combination with the yearly evaluations to expand the research base on F/PBTE.

Funding

Funding of the intern's costs (college tuition) for inservice teacher training varies with each local school district. In some districts, interns must pay full college tuition for all instruction and credits they receive. In other districts, the local school system may pay for a percentage of the intern's training costs.

Curriculum development and the F/PBTE program staff positions are funded through the participating universities by the Commonwealth of Pennsylvania.

For More Information

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XIII. OHIO

Selected Model State of Ohio; Inservice Teacher Education Program for Nondegreed Teachers

Target Group Secondary and adult-level vocational teachers; Ohio public schools

Program Description

The state of Ohio has established statewide teacher certification requirements for all vocational teachers who teach at the secondary and/or adult level in the public school systems or in the state's Department of Corrections. An inservice teacher training program was developed to ensure that all nondegreed teachers achieve professional competence and obtain state certification. All nondegreed trade and industrial vocational teachers are required to participate in and complete this program.

The description that follows outlines the inservice teacher training program as it presently operates. However, new certification standards, effective July 1987, will alter the numbers of hours and requirements for the granting and renewing of certificates in Ohio. In addition, a plan is presently being developed to establish five regional campuses in the state for the administration of inservice education, including the preservice preparation of teachers recruited from business and industry.

Currently, the inservice teacher education program is conducted through three participating state universities--The Ohio State University, Kent State University, and The University of Toledo--with support from the Ohio Department of Education, Division of Vocational and Career Education. Participation in two intensive teacher education workshops (during the summers prior to and following the first year of teaching) and planned, individualized study with an itinerant teacher educator (during the school year) constitutes the bulk of the beginning teachers' first two years of inservice teacher training. The teacher training curriculum is developed by faculty members at each university. Faculty from all three universities meet quarterly and work together to maintain a consistent and comprehensive statewide training program. Program policies and procedures are established through this network.

One-year vocational certificate. The one-year vocational certificate may be issued to a beginning nondegreed vocational teacher. The teacher must meet the criteria for occupational competence in a technical occupation and the minimum qualifications for occupational experience. These qualifications vary depending on the technical or occupational field. The one-year vocational certificate may be renewed no more than three times by secondary-level teachers.

All beginning nondegreed teachers are required to participate in a **four-week preservice (survival) workshop** prior to the beginning of the school year. (Teachers who are hired during the academic year must attend the workshop the following summer.) In this workshop, teachers receive an orientation to the basic principles of teaching, school responsibilities, and the organization of a classroom and laboratory. Another essential part of the workshop includes training in the development of lesson plans. The lesson plans that new teachers develop in these training sessions are specific to each instructor's occupational area and are intended for their use during the first two to three weeks of the school year. During the workshop, beginning teachers practice teaching skills by presenting micro-lessons to their peers. They also make a one-day visit to the schools in which they will be teaching in order to familiarize themselves with the school, teaching laboratories, and other facilities. Four to five university faculty and staff members conduct the workshop sessions.

The four-week preservice workshop is conducted on the campuses of each of the three participating universities, with most teachers being assigned to a campus in the region closest to their homes. During this period, most participants reside in the campus dormitories throughout the week and have weekends free for home and family. The total amount of time invested in the workshop is 20 days; sessions run eight hours a day, and participants receive eight quarter hours of college credit.

During each quarter (autumn, winter, and spring) of the first year of teaching, new instructors must enroll with the university for **two quarter credit hours in education.** The teacher obtains these credits through working on a one-to-one basis with an itinerant teacher educator, a full-time professional who holds either a master's degree or Ph.D. in education and who is an employee of the university. The teacher educator meets biweekly with each beginning teacher to provide professional and moral support and determine the teacher's progress in the classroom and in the course work that has been assigned for the quarter. Course assignments include the continued development of lesson plans and units of instruction, the design of tests, organization of the course and shop, and the implementation of safety procedures. If the teacher needs additional help, arrangements are made for more frequent visits with the itinerant teacher educator and, in some situations, the teacher is required to complete performance-based teacher education (PBTE) modules that address specific teaching competencies.

During the summer following the first year of teaching, these teachers must participate in a **two-week follow-up (continuing) workshop.** This workshop includes a variety of mini-workshops, seminars, and classes on program, course, and classroom management; more advanced study of the philosophy and principles of teaching; and the organization of vocational student organizations. There are ten actual workshop days, and sessions run for eight hours a day. Participants receive four quarter hours of college credit.

In order to be eligible for renewal of the first one-year vocational certificate and for a second-year teaching position, the teacher must have successfully completed the four-week preservice workshop and all of the required course work, achieved all the objectives specified on the teacher performance checklist, and participated in the two-week follow-up workshop.

During their second year of teaching, new teachers must enroll in and successfully complete **two college-level courses in education.** These courses involve the teacher in more advanced study in "Teaching Methods in Vocational Education" and the development of a "Course of Study." Classes, taught by itinerant teacher educators, meet once a week in convenient locations throughout the region in which these teachers are employed. Three quarter credit hours are awarded for successful completion of each course.

Four-year provisional certificate. Upon successful completion of a second year of teaching and all required course work (a total of 24 quarter credit hours), the teacher is eligible to receive a four-year provisional teaching certificate. This certificate is renewable provided that, within the four-year period, the teacher (1) completes a minimum of 14 quarter credit hours of college-level course work, of which one half must be vocational courses at an approved teacher education institution, and (2) provides evidence of satisfactory teaching ability, as demonstrated by successful teaching experience within the five-year period immediately before the date of application.

Upon the completion of 27 additional successful months of teaching and 27 additional quarter credit hours of college-level course work, the teacher is eligible to receive an eight-year professional teaching certificate. The teacher is then encouraged to continue professional development through completing additional college-level course work in education and a related occupational area. The certificate renewal process continues until the teacher has successfully completed all the requirements for a baccalaureate degree. At this time, the teacher may be awarded a permanent certificate if he or she has served five years on his or her initial eight-year certificate.

Funding

Funding of the beginning teachers' costs (college tuition and workshop supplies) for inservice teacher education varies with each local district. In most cases, individual teachers must pay full college tuition for all instruction and credits they receive. In a few districts, the local school systems pay for all or a portion of the teachers' tuition. In some instances, teachers attend the summer workshops as part of an extended service contract.

Itinerant teacher educators and training program administrators are usually full-time employees of the participating universities, with these positions being supported by the Ohio State Department of Education, Division of Vocational and Career Education.

For More Information

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NOTES

XIV. FLORIDA

Selected Model	University of Central Florida; Performance-Based Vocational Teacher Education Program
Target Group	Secondary and postsecondary vocational teachers; Florida public schools in 11 counties

Program Description

The University of Central Florida (UCF) Performance-Based Teacher Education (PBTE) Program provides support services for all beginning, nondegreed trade and industrial and health occupations teachers and delivers inservice teacher training to help them meet state certification requirements. Inservice or preservice teachers who are seeking an undergraduate degree from the university may also enroll in this program. This program serves an 11-county area and delivers a large portion of training through four branch campuses, located in South Orlando, Daytona Beach, Lake County, and Brevard County.

Teacher educators at UCF developed and implemented this program with special funding from the Florida Division of Vocational, Adult, and Community Education. UCF faculty members first identified the teacher competencies to be achieved in the program. This was done through interpreting a research base of vocational teacher competencies in light of the beginning teacher's needs, the local educational setting, and institutional resources.

The selected competencies were organized in what are called "competency clusters" by UCF and "courses" by the state department. Each cluster is organized around three basic instructional elements: (1) PBTE instructional modules, some locally developed, but most produced by the National Center; (2) seminar sessions devoted to each module; and (3) individualized instruction and counseling.

Competency clusters form programs for initial nondegree certification and an undergraduate degree, and for advanced certification and graduate degrees as well. Each cluster in the initial certification and undergraduate degree programs includes a number of **required** competencies and a group of other competencies from which the teacher is to **elect** a specified number. The required competencies represent those skills deemed essential for every vocational teacher, no matter which subject matter area or school level. The elective competencies allow the teacher to personalize the training program. Only through successful completion of the nondegree certification or undergraduate degree program is a beginning teacher eligible for a regular teaching certificate.

Regular certificate program. New nondegreed teachers are issued a one-year temporary certificate, which is renewable three times. Thus, the new teacher has a maximum of four years to earn a regular certificate. The requirements for regular certification are as follows:

- Successful completion of the Florida Beginning Teacher Program, conducted by each local district (see sample 6)

- Successful completion of UCF's nondegree certification program or undergraduate degree program
- Documentation of satisfactory scores on the Florida Teacher Certification Examination
- Three years of successful teaching experience

The UCF nondegree certification program consists of two phases: (1) a required first course in essential teaching skills, and (2) intensive inservice training designed to develop professional competencies and meet state certification requirements.

At whatever point in the academic year that they enter the program, beginning teachers are required to enroll in competency cluster EVT3371, "Essential Teaching Skills for Vocational Education." This cluster focuses on survival skills that teachers urgently need as they enter the vocational classroom and laboratory for the first time. This training frequently occurs before the new teacher has actually started to teach and takes place in a university setting. Included in this cluster are (1) an extensive orientation to PBTE and to the UCF program; (2) training in the development of student performance objectives, instructional methods, and instructional planning; and (3) the selection of instructional materials and evaluation strategies.

In Phase II of the training program, the new teacher has begun teaching in the vocational classroom and laboratory, is also enrolled at UCF for a series of clusters, attends seminars focused on these clusters at one of the UCF branch campuses, fulfills directed field experience requirements, and completes individualized learning activities.

Seminars include many varied activities, including group discussion, student presentations, small-group work, microteaching, practice, and problem solving. UCF generally offers seminars at each of the participating branch campuses on the same night of the week, each academic term, so that students can plan on taking seminars at a certain center on a particular night. Seminars are one to two hours in length and are held each week during the academic term. Individualized module learning activities are completed by the new teacher outside the seminar, but these activities serve as a basis for group discussions. If, in a given term, enrollment is too low for a particular seminar to be feasible, faculty work with one or two individuals as necessary.

Required directed field experience credits are acquired through the new teachers' demonstration of specific teaching skills in their own classroom or laboratory. The new teacher and the university advisor negotiate an agreement concerning which competencies the new teacher will demonstrate in a given academic term.

The time for achievement of the competencies in each cluster is variable, as teachers are permitted to learn at their own best rates. When a teacher is ready to demonstrate proficiency in an actual teaching situation, each competency must be demonstrated at the mastery level. The following are the seven competency clusters included in UCF's nondegree certification and undergraduate degree programs:

- Essential teaching skills in vocational education

- Methods of teaching in vocational education subjects
- Management of the vocational classroom and laboratory
- Evaluation of vocational instruction
- Professional role of the vocational teacher
- Special needs of vocational students
- Directed field experience

To meet the course requirements for **regular certification,** the new teacher must earn 20 credit hours, as follows: 14 hours of vocational teacher education credit (i.e., successful achievement of 45 competencies: 39 required and 6 elective), 3 hours of psychological or sociological foundations of education credit, and 3 hours vocational elective credit. All earned credits are applicable toward a bachelor's degree.

To then complete the total vocational teacher education portion of the **undergraduate program** requires the successful achievement of a total of 48 required and 11 elective competencies. To earn the bachelor's degree, of course, the candidate must also complete all other university degree requirements (e.g., academic and general education course work).

Experienced vocational teachers who have completed the course work for a Florida regular certificate may remain at that level, renewing the certificate every five years through completion of 6 credit hours of course work during each five-year period. However, those teachers who wish to improve their professional standing and educational performance may enroll in the performance-based advanced vocational program at UCF. An individual's program is designed cooperatively by the teacher and a vocational teacher education advisor and is approved by the Florida State Department of Education.

Funding

Program design and implementation were funded through the Florida State Department of Education, Division of Vocational, Adult, and Community Education. UCF teacher education faculty and staff positions are funded by the University of Central Florida. Teachers participating in this program pay tuition fees for all training for which they receive university credit.

For More Information

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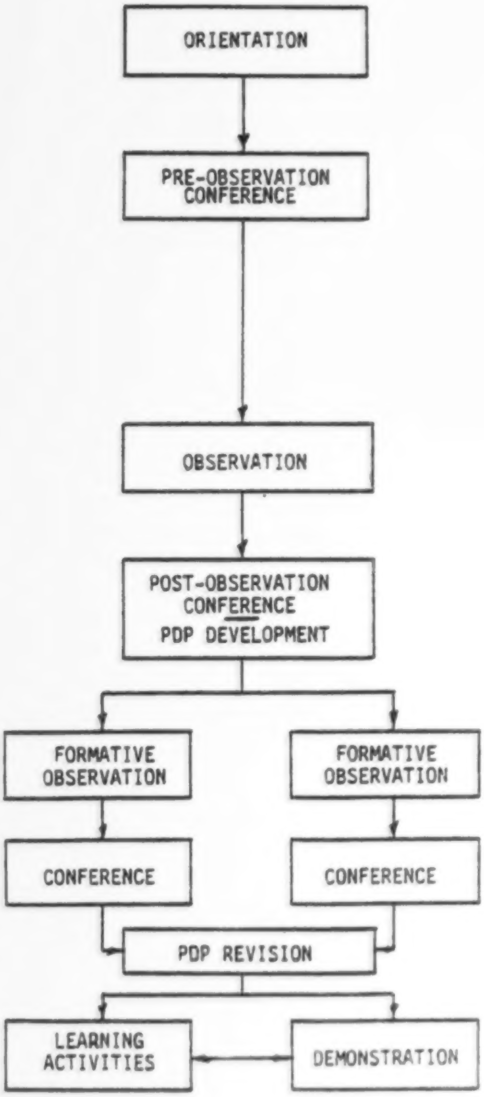
SAMPLE 6

FLORIDA BEGINNING TEACHER PROGRAM

THE TOTAL PROCESS



1. Support team meets to discuss and clarify roles and become familiar with evaluation procedures (pre-school period).
2. Principal (or building administrator) meets with beginning teacher to prepare for a summative or screening observation. Determines:
    - What the teacher will be doing.
    - What the students will be doing.
    - The content for the lesson.
    - The objectives for the lesson.
    - The evaluation criteria.
3. Principal does initial observation. The summative instrument, other district instrument, verbatim narrative, etc. may be used, depending on District plan.
4. Support team meets for post-observation conference. Team identifies areas that need to be strengthened. Team members are selected to do formative observations to pinpoint areas of difficulty. Professional Development Plan is written.
5. Formative observations done by support team members.
6. Support team members conduct follow-up observations. Revise PDP if necessary.
7. Teacher engages in learning activities as specified in his/her Professional Development Plan.

XV. FLORIDA

Selected Model	Florida International University and Dade County Public Schools; Alternative Vocational Teacher Education Program for the Certification of Non-Degree Industrial and Health Occupations Teachers
Target Group	Secondary and postsecondary vocational teachers; Florida public schools in Dade County

Program Description

The state of Florida has established statewide certification requirements for all vocational teachers who are teaching in programs administered by the state's school districts. In response to the need for effective teacher training and certification, the state of Florida embarked on a statewide coordinated effort that involved the state university system, the public schools, and the State Department of Education in developing and implementing competency-based vocational teacher education. As part of this effort, the School of Education at Florida International University (FIU) and the Dade County Public Schools' Office of Vocational and Adult Education implemented a cooperative inservice vocational teacher training and staff development program.

This program was developed as an alternative to the traditional college method of training and certifying new nondegreed trade and industrial teachers, particularly those just recruited from private industry.

The competency-based curriculum and training in this program are based on an integrated list of professional teaching competencies identified by the Dade County Public Schools, the State Department of Education, and FIU. The delivery of inservice teacher training is primarily field-based and often takes place in off-campus settings, including vocational classrooms and laboratories.

This program uses both formal group instruction and performance-based teacher education (PBTE) modules. Some of these modules have been developed by the National Center, and others have been developed by curriculum professionals in the Dade County Public Schools. Each instructional module states the criteria by which the teacher's competence is determined/evaluated. The teacher must meet these criteria at an acceptable level in an actual teaching situation.

At the beginning of the program, each new teacher has his or her professional needs assessed by the county vocational program area supervisor, a school administrator, an FIU teacher educator, and a master teacher. An individualized training program is then developed based on the new teacher's assessed needs. Although this individualized training takes place within state-approved college courses, the new teacher determines the pace of learning.

One-year temporary certificate. At the start of the first year of teaching, the beginning nondegreed trade and industrial teacher is issued a one-year temporary certificate and is required to participate in the teacher training program conducted jointly by FIU and the Dade County Public Schools. The training program includes an intensive two-week preservice component and a ten-month inservice component with monthly Saturday meetings.

Prior to beginning teaching, the new teacher enters the ten-day (two-week) preservice workshop to prepare for the role of vocational teacher. Workshop topics include information and instruction in basic survival skills, such as instructional methods and planning, instructional evaluation, effective teaching factors and procedures, the psychology of learning, shop and lab management, and the philosophy of vocational education.

Various guest presenters, with expertise in a given area, conduct daily lessons on a variety of topics. Classes may be conducted by FIU faculty, county public school system personnel, or representatives of the community and industry. At this time, the FIU teacher education faculty are also involved in assessing the beginning teacher's professional needs. During this workshop, the participants are also provided with PBTE modules that are to be completed throughout the ten-month training program. Learning activities include lectures, organized study, group activities (e.g., role-playing), and evaluation.

Upon successful completion of the preservice training program, teachers receive three semester credits that apply toward meeting certification requirements.

The new teacher then begins the ten-month inservice training component while working as a faculty member of a Dade County high school or adult center. One of the beginning teacher's first in-school assignments is to select a Resident Resource Person (RRP)—a master teacher at the school in which he or she will be teaching. The RRP is responsible for orienting the new teacher to the school, its facilities, and school district policy. The RRP also makes regular visits to the new instructor's shop or classroom, provides helpful feedback about the teacher's performance, and acts as an advisor about everyday teaching concerns. In addition, the RRP is required to maintain contact with the training program coordinator and to file regular reports on the beginning teacher's progress.

The beginning teacher must also participate in two FIU education courses (three semester credits each). One of these courses consists of all-day Saturday seminars conducted once a month by FIU. Each seminar explores, in additional depth, a major topic area of the preservice training. Curriculum is related to the teachers' school experiences, and teachers are assigned in-school learning activities that are linked to the training modules. These are completed and presented at later seminars. This sequential course work is developed by faculty at FIU, and teachers are required to take the courses in the sequence in which they are presented. The new teacher earns the second three hours of course credit for completing the specified teacher training modules under the guidance of the RRP and the university faculty.

The new teacher also receives an initial "Teaching Effectiveness Evaluation" near the beginning of the school year. A follow-up corrective evaluation is made in the late winter or spring. The final evaluation, which is used to help determine whether the participant will be recertified and retained, is made during the last month of inservice training.

The new teacher is expected to successfully complete the 18 semester credit hours of course work and to master the required competencies within one academic year, although a maximum of three years is allowed for this process. Upon completion of the required course work and successful completion of a competency test (the Florida Teacher Certification Examination) in the areas of teaching, math, reading, and writing, the teacher is eligible to receive a five-year regular certificate.

Five-year regular certificate. In order to renew the five-year certificate, the teacher must complete an additional six semester credit hours of college course work. Three of these credits must be in the area of education, and the other three must be in the teacher's occupational area. The teacher must also participate in a technical updating workshop in his or her occupational area.

Funding

Participants (beginning teachers) pay full college tuition costs for every credit hour of participation. Salaries for Florida International University faculty and staff who develop curriculum and teach in this program are funded through the university.

For More Information

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NOTES

XVI. ARKANSAS

Selected Model State of Arkansas; Instructor Professional Development Program

Target Group Postsecondary vocational-technical instructors; Arkansas public postsecondary schools

Program Description

The state of Arkansas has established a statewide performance-based professional development program for all its postsecondary vocational-technical instructors. The purpose of this program is to ensure that these instructors gain essential professional teaching skills and that they are provided with a smooth transition from a career as a worker in a specialized occupation to a career as a teaching professional. Participation in the program is a condition of employment.

The vocational instructor certification system provides for an instructor ranking system with three levels of certification: instructor, senior instructor, and master instructor. This system establishes a career ladder which, in turn, provides incentives and commensurate salaries for teachers as they advance professionally.

All of the competencies required to reach the senior instructor level were determined to be essential for an optimally prepared vocational instructor. As a result, all instructors must, within seven years, acquire or demonstrate senior-instructor-level competencies and become certified at this rank. Instructors who wish to gain master instructor ranking must acquire or demonstrate the highest instructional competencies (e.g., leadership, program planning, instructional management).

While requirements of this program include completion of one month of technical work experience or college-level technical training at each of the three instructor levels and each renewal of the senior and master instructor certificates, the bulk of the certification work comes from completion of the National Center's performance-based teacher education (PBTE) modules. Modules, like certification requirements, are organized by levels. The 31 Level I modules (26 required, 5 elective) are to be completed by provisional instructors in order to reach the instructor level. The 33 Level II modules (22 required, 11 elective) are to be completed by instructors in order to reach the senior instructor level. All other modules in the National Center's PBTE series are Level III elective modules, 36 or which must be completed by senior instructors in order to reach the master instructor level.

The modules selected for the program are provided to the instructor by the school system, and two resource persons work with each instructor as he or she completes work on the modules. One resource person--the Resident Resource Person--is usually an administrator at the school in which the instructor is employed. This person provides instructors with the required PBTE modules, information sources, reference materials, and an explanation of the specific procedures for completing the final assessment of a module. The other resource person--the Field Resource Person--is a university representative who works with the Resident Resource Person and the instructor and also provides additional information about college credit or degree plans.

The Professional Development Program is structured for individual instructors through the development of professional development plans. Each instructor has a professional development committee, which includes the instructor, a local school administrator (resident resource person), and a university teacher educator (field resource person).

Together, the resource persons and instructor assess the instructor's needs and develop a plan addressing three areas of professional development: teaching skills, technical competencies, and related professional activities. It is the responsibility of this professional development committee to select the elective modules to be completed by the instructor at each certification level and to approve the instructor's plans for fulfilling the technical work experience requirements. As the instructor then carries out the professional development plan, the resource persons are available to provide needed assistance.

Provisional instructor level. Newly employed vocational-technical instructors are issued a one-year provisional instructor certificate, which is renewable only twice. The provisional instructor thus has a maximum of three years in which to meet the requirements of and be certified at the rank of instructor. The **requirements for instructor certification** to be met during provisional status are as follows:

1. Successful completion of 31 modules: the 26 required Level I modules and 5 elective modules.
2. Participation in a Professional Development Institute (PDI) prior to beginning teaching or as soon afterward as scheduling permits. (In the PDI, information about the vocational instructor's job, PBTE, advisory committees, community relations, and vocational student organizations is presented. Also introduced are the PBTE modules that address the most basic--survival--teaching skills needed by instructors.)
3. Documentation of satisfactory scores on a competency test (National Teachers Exam--NTE; National Occupational Competency Testing Institute Exam--NOCTI) or current certification/licensing in the occupational area taught.
4. Completion of one year of successful vocational teaching at the provisional instructor level.
5. Completion of one month of technical work experience or its equivalent.

Although the provisional instructor has three years in which to meet these requirements, he or she must meet certain interim requirements at the end of each year in order for the one-year provisional instructor certificates to be renewed. Thus, by the end of the first year, the provisional instructor must have met the second and third requirements and have successfully completed at least 11 of the 31 modules. By the end of the second year, the provisional instructor must have met the fourth requirement and have successfully completed at least 21 of the 31 modules. By the end of the third year, the provisional instructor must have met all requirements. At that point, he or she is eligible to apply for the instructor certificate.

Instructor level. The instructor certificate is issued for four years and is not renewable. Thus, the instructor has a maximum of four years in which to meet the requirements of and be certified at the rank of senior instructor. The **requirements for senior instructor certification** to be met during instructor status are as follows:

1. Successful completion of 33 modules: the 22 required Level II modules and 11 elective modules
2. Completion of an additional month of technical work experience or its equivalent
3. Participation in related professional activities
4. Completion of one year of successful vocational teaching at the instructor level

When all requirements have been met, the instructor is eligible to apply for the senior instructor certificate.

Senior instructor level. The senior instructor certificate is issued for eight years, and individuals may remain at this level throughout their career if desired. To renew the certificate every eight years, the senior instructor must (1) provide documentation of at least one month of technical work experience or its equivalent since the issue date of the last certificate and (2) demonstrate satisfactory job performance as indicated on annual evaluation instrument.

Senior instructors may, however, instead work to attain master instructor certification. The **requirements for master instructor certification** to be met during senior instructor status are as follows:

1. Successful completion of 36 Level III modules
2. Completion of one year of successful vocational teaching at the senior instructor level
3. Completion of an additional month of technical work experience or its equivalent
4. Demonstration of superior teaching qualities and personal development
5. Documentation of satisfactory periodic performance evaluations
6. Completion of a bachelor's degree

Upon meeting these requirements, the senior instructor may be nominated for promotion to master instructor.

Master instructor level. The master instructor certificate is issued for eight years. To renew the certificate every eight years, the master instructor must meet the same two renewal requirements as at the senior instructor level. In addition, he or she must provide evidence of continual professional development in the occupational and technical specialty.

For More Information

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XVII. TEXAS

Selected Model Texas State Technical Institute (TSTI); Competency-Based Faculty Development Program

Target Group Postsecondary vocational-technical faculty; TSTI

Program Description

Texas State Technical Institute is a postsecondary single-purpose higher education unit with four campuses and two extensions, widely separated geographically. There are 592 faculty members with 12-month appointments. Approximately 8,400 students are enrolled in 112 regular on-campus programs ranging from laser electro-optics and robotics to saddle and tack. More than 83 percent of those students are in the technical and trades areas. Almost all faculty are hired from industry and have little or no teacher preparation or experience.

It was recognized several years ago that the traditional ranking system of professors, associates, assistants, etc.--with its emphasis upon publication, research, public service, and teaching--did not clearly describe or represent a vocational-technical faculty's responsibility for imparting performance-measured skills and knowledge for industry application. It was also realized that an era of instructional accountability was upon us, demanding both effective and efficient teaching. In response, the integration of faculty organization (faculty rank) with faculty evaluation and faculty development into a planned delivery system seemed to be the most viable long-term approach.

An inventory of the tasks faculty performed was developed. Each item was then analyzed in terms of its difficulty and frequency of performance. The result was a clustering of the tasks into five groups: three dominant and two minor. These eventually became the professional ranks of Master Instructor, Senior Instructor, and Instructor; and the paraprofessional ranks of Lab Assistant I and II. For each rank, a position description was developed and built into the pay plan. The ranking structure is far more than a structure; it is a planned framework for a team approach to the delivery of competency-based education.

Having developed clear performance statements for each faculty rank, it was a rather straightforward activity to develop the evaluation system. In effect, each evaluation item is directly associated with a duty/responsibility statement listed in the position description.

Last, but not least, was the inherent obligation to provide faculty development activities that would allow each faculty member to develop competencies to support his/her rank and promotion. To this end, each campus is staffed with professionals with responsibility for faculty development.

Although there has been some evolution of the program, the basic structure has remained intact. Each new faculty member hired, regardless of qualifications, must demonstrate the competencies of his or her rank (e.g., instructor) during a one-year probation period. The primary training support vehicle is a selection of 26 of the National Center's PBTE modules. Ten of these modules must be completed within the first 90 days, as they are considered to be of a "survival" nature. Training center staff are responsible for performance certification of each competency.

Having completed the instructor-rank competencies, the faculty member may then begin working on competencies for the senior (second) rank. Selected PBTE modules and many other resources are available for the faculty to use. Certification of each senior-rank competency is done by a Certification Committee, which receives the application, reviews all documentation, makes classroom and office reviews, and conducts formal meetings with the applicant. A faculty member's application may be terminated at any time during the process. An applicant may be asked to submit additional documentation, revise submitted information, or seek additional help in developing competencies. This same pattern is followed for those seeking master-rank certification and promotion.

To date, three persons did not complete first-year probation and were terminated. No senior- or master-rank applicant has completed certification without completing additional documentation or preparation at the direction of the committee. PBTE modules are excellent for the instructor-rank and very useful for the senior-rank.

The competency-based vocational education program at Texas State Technical Institute is an institutional goal. It is defined as an individualized instructional delivery system, characterized by industry-established job-entry specifications, open-entry/open-exit, mastery testing, etc. To this end, the integrated ranking structure, faculty evaluation, and faculty development are key elements.

For More Information

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XVIII. NATTS

Selected Model The NATTS-Recommended CBSD Program

Target Group Postsecondary occupational instructors; private postsecondary schools nationwide

Program Description

The National Association of Trade and Technical Schools (NATTS), founded in 1965, is an educational association representing private postsecondary occupational schools. NATTS represents over 1,000 member schools in 45 states, the District of Columbia, and Puerto Rico. NATTS schools offer over 100 different career training programs, most of which can be completed in less than two years. The training is intense, and students only take courses related to their occupational objectives. Classes are usually small, and hands-on training is a significant part of each student's education.

To ensure excellence in educational standards and business ethics in the postsecondary trade and technical school industry, NATTS established an Accrediting Commission in 1966. The NATTS Accrediting Commission is an autonomous body of nine appointed commissioners--five from the private school sector and four public members. This commission is approved by the U.S. Department of Education.

NATTS accrediting standards. Only those schools that have been in operation for two years, with educational goals that are primarily occupational, are eligible for membership. A school wishing to become accredited is visited by a team of experts. These experts evaluate educational objectives, admission and enrollment policies, course offerings, placement and completion rates, advertising policies, facilities, equipment, and faculty.

Accrediting standards for faculty require each instructor to have at least two years of practical experience. Teachers must also be trained to teach and able to demonstrate up-to-date knowledge. Each school must document these standards for each person in the school who is employed in an instructional or administrative capacity. Furthermore, each school must describe efforts to encourage self-improvement in the areas of instructional and technical knowledge, evaluations, and faculty development. By enforcing these standards, NATTS is able to promote excellence in education through excellence in teaching.

Evolution of the NATTS-Recommended CBSD Program. NATTS has been in the forefront of promoting the competency-based staff development (CBSD) program among trade and technical schools. This commitment started in 1979 when their Education Advancement Committee, whose primary charge is to plan and coordinate programs of continued occupational improvement for instructional personnel, began to explore the availability of teacher training programs that could satisfy administrators and instructors in the private postsecondary trade and technical school industry.

In 1980, a meeting was arranged between staff from the National Center for Research in Vocational Education and several members of the Education Advancement Committee to review and evaluate the National Center's PBTE/CBSD program. After an extensive review, it was decided that the CBSD program, with some slight modifications, would indeed provide instructional training and development for teachers in NATTS schools. As a result of that meeting, two workshops were developed, in conjunction with the National Center, to familiarize NATTS members with the CBSD program and methods of implementation. To date, over ten workshops have been sponsored by NATTS for over 500 educators nationwide.

The NATTS-Recommended CBSD Program. Trade and technical school instructors are normally recruited and selected on the basis of their technical training and experience. While these instructors are highly competent in their technical specialties, often they have not received formal instructor training. NATTS has recognized, through the accreditation standards, the need for instructor training. NATTS has further recognized that there is a common core of instructional competencies needed by technical instructors, regardless of the technical area of instruction.

NATTS has therefore recommended an instructor training program for their members that consists of modules from the National Center's Professional Teacher Education Module Series. A group of 21 modules were selected to provide the core of teaching skills needed in the areas of program planning, instructional planning, instructional execution, instructional evaluation, and instructional management: A-8, B-2 to B-4, C-6, C-7, C-10 to C-17, D-1, D-2, D-4 to D-6, E-5, E-6.

Three professional development levels have been specified, each one tied to completion of CBSD modules. Level I requires NATTS instructors to complete 16 CBSD modules, 11 of which must be drawn from the list of 21 NATTS-recommended core modules. Level II requires the completion of a total of 25 modules; in other words, an instructor who had reached Level I (16 modules) would need to complete an additional 9 CBSD modules to reach Level II. Level III requires the completion of a total of 40 modules; in other words, an instructor who had reached Level I (16 modules) and Level II (9 additional modules) would need to complete an additional 15 modules to reach Level III.

NATTS has also made provisions for official recognition of instructors who participate successfully in the NATTS-Recommended CBSD Program. After the completion of each level, NATTS instructors receive recognition awards, given when the school director and resource person have verified, via the NATTS official CBSD transcript, that the instructor has completed the necessary number of modules for that level. Depending on the policies of each school, the award may be recognized in a number of ways (e.g., in making promotions or awarding growth points that lead to salary increases). Most important, however, program completion ensures that these instructors have demonstrated creative teaching skills.

CBSD program plans among NATTS schools. When NATTS schools are operating at full capacity, instructors teach, on the average, six hours per day in a very intensive, hands-on classroom environment. Combining this factor with instructor turnover and the use of part-time instructors, a formal inservice instructor training program becomes difficult to implement. The flexibility and adaptability of the CBSD program permit NATTS schools to overcome the difficulties of implementing formal and structured inservice or preservice instructor training programs.

Many different approaches to the CBSD program have been developed to meet the unique needs of various NATTS schools. Typically, a school that is using the program will present an overview of the CBSD program during the instructor's orientation. Key points might include (1) review of the CBSD program goals, (2) review of the Student Guide, (3) module walk-through, (4) group activity that centers around the module, (5) review of the NATTS transcript, and (6) review of the assessment criteria. After the instructor completes orientation, many schools require the completion of several modules (e.g., Develop a Lesson Plan, Introduce a Lesson, and Summarize a Lesson) during the first two weeks of employment. Then, during the first year of employment, the instructor is required to complete the entire NATTS-Recommended CBSD Program.

Success of the CBSD program at NATTS schools. Since 1980, 689 instructors have completed Level I, 55 instructors have completed Level II, and 6 instructors have completed Level III of the NATTS-Recommended CBSD Program. Approximately 64 percent of all NATTS schools that have used the CBSD program claim that it has been successful. Some of the improvements that occurred within the schools included higher teacher ratings, fewer student complaints, a greater awareness of teaching techniques, and improved teacher morale. In fact, one NATTS school cited the following results after implementing the CBSD program.

	BEFORE	AFTER
Staff Turnover	56%	10%
Monthly Student Drops	14%-15%	5%-6%
Size of Graduating Class	51%	82%
Teacher Absenteeism	4 Staff/Week	1 Staff/Week
Attitude and Performance	Negative	Positive

For More Information

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